The Journal of Education

VOLUME 125 — BOSTON, OCTOBER, 1942 — NUMBER 7

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

Advisory and Contributing Editors

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon

BURTON P. FOWLER, Principal, Friendship School, Germantown, Pa.

BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington

HARRY V. GILSON, Maine Commissioner of Education, Augusta.

ARTHUR L. GOULD, Superintendent of Schools, Boston

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

E. C. HARTWELL, President, State Teachers College, Brockport, N. Y.

HENRY W. HOLMES, Graduate School of Education, Harvard

VIERLING KERSEY, Superintendent of Schools, Los Angeles

BYRON C. KIRBY, Principal, Oliver School, South Bend, Indiana

WILLIAM C. McGINNIS, Supt. of Schools, Perth Amboy, N. J.

WORTH McCLURE, Superintendent of Schools, Seattle

GARRY CLEVELAND MYERS, Psychologist, Western Reserve University, Cleveland

RANDALL R. PENHALE, Principal, High School, Iron River, Michigan

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, Secretary, Iowa Teachers Association, Des Moines

PAYSON SMITH, University of Maine, Orono

WILLIS A. SUTTON, Superintendent of Schools, Atlanta

EDGAR B. WESLEY
University of Minnesota, Minneapolis

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

WALTER S. YOUNG, Superintendent of Schools, Worcester

Business and Editorial Offices
SIX PARK STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

AS WE GO TO PRESS

We are more than ever appreciative of our printer, and all that he is up against in the shape of war-depleted personnel and other handicaps. He is giving us splendid cooperation, and if some issues are a little late in reaching you we feel sure you will be patient.

A word of appreciation is also due and gladly given to our contributors—the people who really make the magazine by their clear-cut thinking and writing. Many fine articles are coming up for our readers soon—but we are constantly on the watch for more of the excellent material we know you like. So if you have a little gem, let the JOURNAL be its setting.

▼

Our re-styling of the magazine has brought approval from quite a number of observant readers and we follow a similar pattern in this issue.

Last month we moved our pages dealing with the textbook to the fore part of the magazine. Those pages will bear watching. By shortening the reviews this month, we have managed to give what we hope are helpful sketches of nearly twice as many different texts—and again they are grouped in as many subject-fields as we had room for. The purpose is to assist administrators and faculty members to find the particular text they are searching for in any given area of study, and also to provide a rapid survey of available new texts for any one interested in the news of this important branch of educational activity. We still believe that the enterprise and resourcefulness of the school book publishers is, next to the teacher, the most vital element in the advancement of school room effectiveness.

▼

There is much about good teaching in this October issue—and for this we offer no apology whatever. Good teaching is the core of everything in education—as any principal or higher school officer will readily admit.

But enough of this.

On with the show.

Contents:

TEXTBOOK TOPICS AND REVIEWS 204
EDITORIALS 207
War Tempo—and Tempers
American Education Week
A Footnote to Army I.Q.'s
Skyway Courses
Calling Up Reserves
Can You Make It Exciting?
Draft Reaches Down
THE GOOD TEACHER IN ACTION Edwin Waggener 209
MAY I SEE THE PRINCIPAL A MOMENT? James Newell Emery 210
WHAT HISTORY TEACHING COULD MEAN R. R. de Rougemont 212
FOREVER OLD, FOREVER NEW Ruth Carman 214
FOUR WAYS OF LOWERING TEACHING EFFICIENCY Lewis H. Chrisman 216
INDIVIDUAL HELP IN ENGLISH Salibelle Royster 218
PSYCHOLOGY'S FREAK SHOW Robert Tyson 219
TEACHER SELECTION TODAY Raymond Harris 220
THE TEACHER AS AN INFLUENCE George L. Thompson 223
VICTORY WHEELS Leo Montebello 224
HOW THE FLAG PLEDGE ORIGINATED Mary Tierney Coutts 225
IT SEEMS TO ME Byron C. Kirby 226
SPEAKING OF SCHOOL Randall R. Penhale 227
I MAY BE RIGHT—I MAY BE WRONG William C. McGinnis 228
GOOD MORNING, TEACHER Ruth C. Frey 228
THE NEWS DIGEST 229
GRINS BETWEEN GRINDS 234

. . . TEXTBOOK TOPICS

New Self-Teaching Texts For U.S. Service Men

WASHINGTON, D. C.—So great has become the demand from members of our armed forces for educational opportunities, that the Army Institute has now undertaken to make a new kind of self-teaching textbook available in various fields of study, and has called to the directing of this task a recognized leader among the nation's textbook editors and publishers. He is Mr. William E. Spaulding, educational editor of Houghton Mifflin Company, Boston, who has been temporarily released from his duties with that firm.

Mr. Spaulding will have an editorial staff and will work with an advisory committee of school and college administrators and teachers in the selection of existing texts that can be adapted to the needs of men in military service, and in outlining plans for new texts to be prepared. Use will be made of experienced writers and publishers of texts, and materials from the fourth grade to professional levels are in prospect.

The Army Institute is already offering seventy correspondence courses to men and women in the army besides arranging for regular instruction by mail in 700 different courses given by 79 schools and colleges. But these are not enough to satisfy the study-hunger of Uncle Sam's fighting personnel.

Mr. Spaulding's appointment has received the unqualified endorsement of the American Textbook Publishers' Institute, representing twenty-eight educational publishers.

Basic Texts Essential Even in College

Teachers of education, and of many other college courses, academic and vocational, should think twice before they abandon the single text, owned, read and studied by the student. Such a book may then be well supplemented by lists of additional references, from which students may choose different materials according to individual needs. The plan, which has become so common, of providing students with nothing but a long list of books, generally undermines the validity of group teaching. The injunction to read widely and at random digs many a pitfall for the student. Libraries are magnificent institutions to enrich knowledge. But as a source of simple, basic and fundamental information they do not work well. In a field in which students are learning fundamentals, the practical situation demands the use of a basic text away from the library. Only thus can a group of students actually secure a common core of reading experiences which they may use to supplement one another's learnings by wider reading and group discussion.—*A. Gordon Melvin, College of the City of* New *York, in "School and Society."*

Long Defunct

Scarcely fit for decent burial, a set of geographies that had been in daily use for seventeen years were recently replaced with new texts in a certain Eastern city that once took justifiable pride in its educational standards. Long before those geographies were abandoned, they had become mere excuses for textbooks, outmoded in teaching methods, obsolete in substance, and but filthy fragments of what once were books.

Some one should start giving booby prizes to school heads who get away with this sort of thing the longest.

Innovations in the textbook field are not something the publishers devise to create sales, as some critics have imagined. That would be putting the cart before the horse. Until a demand for new or differently arranged material has made itself felt by educators, there is little chance that a particular publishing venture would go over.

AERONAUTICS

The Air Age Education Series

Arrival of the airplane upon the world scene and its rapid adoption for military and civilian uses have created an emergency situation that calls imperatively for changes in the curricula of our high schools. The problem of implementing these schools for their new duties in this regard has led to the launching of "The Air Age Education Series". It combines the work of many experts in various subject fields, and consists of seventeen books of assorted types.

For classroom use in actual teaching of pre-flight aeronautics there are two textbooks, one of which is a two-year course, the other a one-year course—either of them for the upper grades of high school.

Equally important are the nine volumes for use in supplementing the regular courses in biology, mathematics, geography, physics and general science, navigation, meteorology, literature and the social sciences.

There are also three books and three manuals intended for the use of teachers. One of these three books deals with the air-age problem as it affects the elementary school.

An emergency task of unusual character, quickly and ably done, is the impression this reviewer gets from examining this Air Age group of texts.

THE AIR AGE EDUCATION SERIES. The Macmillan Company: New York.

EDUCATION

Building Morale

A smallish volume packed with thought and stimulus for teachers wishing to make the maximum contribution to character in the present crisis of democracy. The author is convincing on the point that morale must and can be taught anew for each generation, and gives practical suggestions.

BUILDING MORALE by Jay B. Nash. A. S. Barnes and Company: New York.

AND REVIEWS . . .

Measurement and Evaluation in the Elementary School

A comprehensive treatment of testing procedures applicable to the elementary grades. What are the kinds of tests and what are their respective values? How can teachers make their own tests? The book is written with restrained enthusiasm and careful weighing of values.

MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL by Greene, Jorgensen and Gerberich. Longmans, Green and Co.: New York.

An Evaluation of Modern Education

This is a study of over 150 studies already made to determine the various degrees of success obtainable through modern methods of education. Each chapter is by a different author. They have tried to discriminate between what is really an advance in educational procedure and what falls short of the merits claimed by over-enthusiastic advocates.

AN EVALUATION OF MODERN EDUCATION by the Executive Committee of the Society for Curriculum Study. D. Appleton-Century Company: New York.

Public Relations for Higher Education

The college president who decided that the best way to get along with the newspapers was to have nothing to do with them should now read "Public Relations for Higher Education" by Stewart Harral, especially the chapter entitled "Editors are Like That."

Here at last is a handbook of invaluable information and suggestion on how to improve the relations of college, university, museum or library with its community and the general public.

PUBLIC RELATIONS FOR HIGHER EDUCATION by Stewart Harral. The University of Oklahoma: Norman, Oklahoma.

ENGLISH

The Latin Key to Better English

Gives upwards of 500 Latin words and word-stems together with English words derived from each. Should be of great aid in developing a sound English vocabulary and avoiding confused metaphors as well as some misspellings and mispronunciations. Suited to those who have not as well as those who have studied Latin. Fully indexed for both Latin and English words.

THE LATIN KEY TO BETTER ENGLISH. Archibald Hart and E. Arnold Lejune. E. P. Dutton & Co.: New York.

Airlanes to English

This is a volume on speech improvement written for use in the high school with emphasis upon the art of broadcasting. The work is prefaced by what is essentially a letter directed to teachers and parents under the heading, "We Can Improve Our Speech."

The material having to do with the eradication of speech defects should be exceptionally useful. The sections on conversation make good reading and contain material of a type very seldom found in textbooks.

The style of the book is strikingly simple and direct and at the same time sparkling, colorful and piquantly idiomatic.

AIRLANES TO ENGLISH by Roberts, Rachford and Goudy. McGraw-Hill Book Company, Inc.: New York.

American Speech

American Speech is a new high school text dealing with the important subject of spoken English. It is a "rewritten, reorganized, reillustrated, and reset edition based on the authors' previous text, *Speech.*"

The chief impression which comes to the reviewer is that this book contains all that is needed in a text in its field. It is well-made, well-proportioned, and well-written. Part II, for example, deals with the following themes: (1) "Talking with the Body," (2) "Using the Voice," (3) "American Pronunciation." We have come across nothing better on the topic than this third section. It is scholarly, readable, and practical. Other topics treated at length are "Radio Speaking," "Reading with Meaning," "Appreciating Drama," "Acting," "Playwriting," and "Puppets." Of course, debating and parliamentary procedure are not neglected, and the two chapters on conversation are by no means the least valuable part of the book.

AMERICAN SPEECH by Wilhelmina G. Hedde and William Norwood Brigance. J. B. Lippincott Company: Chicago.

MATHEMATICS

Basic Mathematics

A one-year emergency course in arithmetic, algebra, geometry and trigometry, covering needful techniques of computation for students about to enter military, naval or aviation services or engage in certain industrial tasks related to the war program. This is a highly practical text designed for use in an upper year of high school, whether as review or fresh material.

BASIC MATHEMATICS by William Betz. Ginn and Company: Boston.

Mathematics in Daily Use

This text for ninth graders is chiefly a review and application of arithmetic, to which is added a brief introduction to algebra. The problems met within the home, the community and in individual experience of living and of leisure are given most attention. A section devoted to number puzzles is an interesting feature likely to stimulate thinking. The book is adapted either to the needs of a terminal course or to those pupils who will take up algebra later.

MATHEMATICS IN THE DAILY USE by Hart, Gregory and Schult. D. C. Heath and Company: Boston.

Practical Mathematics

Arithmetic, informal geometry and simple algebra have been drawn upon to give pupils of junior high school ages the mathematical skills they need in everyday life. Much care is shown in the grading of material, the ex-

planations of each new process and the choice of subject matter for interest and value to the pupil. Tests and reviews are plentiful. Illustrations and typography add to the attractiveness of the well styled format. Series contains three books.

PRACTICAL MATHEMATICS by Henrietta D. Antoville and Catherine M. Trube. Noble and Noble: New York.

A First Course in Algebra

This revision of a popular text tends to even more simplification and careful grading of mathematical principles. There are 6982 exercises and problems, and over 300 model solutions. Each new concept or method is explained either on one page or on two opposite pages for the pupil's greater convenience in grasping the whole matter without interruption. Reviews and tests are frequent and ample. It is algebra presented for understanding and for mastery.

A FIRST COURSE IN ALGEBRA by N. J. Lennes. The Macmillan Company: New York.

Trigonometry, Plane and Spherical

This would be welcomed as a text by many a college freshman. For the mere passage from twelfth to thirteenth grade does not suddenly make mental giants of young people. A text like the one here examined, which makes one step clear before the next is introduced, tends to thorough learning. The book starts with a gathering together of the mathematical skills and principles that are prerequisite to the study of trigonometry. The volume is surprisingly compact, yet covers the customary ground sufficiently well to supply the student with a good working knowledge of triangulation.

TRIGONOMETRY, PLANE AND SPHERICAL by Miles C. Hartley. The Odyssey Press: New York.

Mathematics in Human Affairs

An innovation in texts for the college student of mathematics. "Mathematics in Human Affairs" is both a history of mathematics and a textbook dealing broadly and specifically with everything from addition and subtraction to and including parts of the calculus. It is replete with fascinating information and its method of building up mathematical power is unusual. The book cites many names of famous mathematicians along with their remarkable records of attainment in other civilized areas. As the author so well points out, every new discovery in mathematics, while it may have been made by some one working for the fun of it, is quickly put to practical service by its discoverer or another person.

MATHEMATICS IN HUMAN AFFAIRS by Franklin Wesley Kokomoor. Prentice-Hall, Inc.: New York.

SCIENCE

Studies and Activities In Biology

In this workbook, exercises are chosen for their value in illustrating principles. Many detailed facts are left for oral consideration in the classroom or laboratory. Activities in great variety are suggested. In general there is an effort not to make the written work extensive or to call for complicated drawings. Extra tasks are included for the keeneer or more capable students.

STUDIES AND ACTIVITIES IN BIOLOGY by Chapin W. Day and Margaret Ritchie. World Book Company: Yonkers-on-Hudson.

Physical Science

This is a well unified course in the closely related natural sciences of astronomy, meteorology, geology, chemistry and physics, for an upper year of high school. Beginning with a study of the earth, its atmosphere and place among the stars and solar planets, the text proceeds to communication, transportation and fuels; then to materials and processes, to physical science in the home; and concludes with chapters of orientation and summation. The methods, principles and services of science are clearly presented in a text whose subject matter should form part of the mental equipment of every high school graduate.

PHYSICAL SCIENCE by Nettels, Devine, Nourse and Herriott. D. C. Heath and Company: Boston.

Modern Science

General science for junior high schools seems to be presented with unusual skill in this new three-book series.

Book One deals with science in man's environment; Book Two with science in relation to man himself; and Book Three with science in man's progress. The practicability of this grouping becomes more and more apparent as one examines the respective volumes and sees the three focal points determining both the content and the treatment.

Another challenge that has been met with intelligence in these texts is that of securing a proper balance of facts and principles so that the pupil is neither overwhelmed with detailed data nor pestered with abstractions that he has no details to go with. Boys and girls aided by this series should gain a permanent understanding of many scientific laws and a truly scientific attitude toward life's problems.

MODERN SCIENCE by Dull, Mann and Johnson. Henry Holt and Company: New York.

Toads and Frogs

A profusion of colorfully illustrated booklets, in alluring paper covers, yet sturdily protected—these are the series known as Unitexts. "Toads and Frogs" is a typical example taken at random from a group dealing with subjects in natural science. The Unitext illustrates and, in clear, interesting language, describes the life cycle of these two amphibians. A number of less common members of the land-and-water family are also depicted. How they fend off their enemies, and how they help mankind—these and other characteristics of the "jug-a-rum" vocalists and their kin are told in fashion to be remembered. The Natural Science Group of Unitexts already includes "Magnets", "Thermometers, Heat and Cold", "Life Through the Ages", "Reptiles", "Flowers, Fruits, Seeds", and numerous others.

TOADS AND FROGS by Bertha Morris Parker. A Unitext. Row, Peterson Co.: Evanston, Illinois.

Activities in Life Science

A workbook in biology that lays emphasis on developing research skills—the ability to make and check hypotheses. Conclusions are considered in the light of their bearing upon social and scientific problems.

ACTIVITIES IN LIFE SCIENCE by George W. Hunter and Loran W. Kitch. American Book Company: New York.

Editorials

War Tempo — and Tempers

Heard on the radio was a brief anecdote about a news announcer who accidentally picked up his yesterday's despatches and read them to his air audience as if they were today's. And no one knew the difference.

There have been many days in recent weeks when this might almost literally have occurred. The war has been moving at a slow pace on nearly all fronts.

This fact has caused a strain on many tempers. From various quarters have come sharp demands for action and more action. The British House of Commons, after listening to Mr. Churchill's report on his Moscow visit and the differences that arose between himself and Stalin over the opening of a second front, adjourned unceremoniously for luncheon and left their Prime Minister without an opportunity to debate the matter. From Moscow itself has issued a succession of hints and demands, climaxed by Stalin's laconic statement to the American press about the fulfilment of obligations by his allies.

Tempers have been cracking in the occupied countries, where patriots die by scores and hundreds because they cannot wait for the United Nations to carry out their promises of liberation—and because the yoke of the conqueror is too much to bear.

When and where the proposed second front shall be opened is, of course, a point to be decided by military strategists. All of us hope they are not indifferent, not just leaving the job of wearing out Hitler to the Soviets.

A fact frequently remarked is that *time* is on our side. Vast strides have already been made in the ten months since Pearl Harbor, in the development of fighting strength. There is reason to believe that the striking force of the Axis nations must decline in ratio to that of the United Nations—as time goes on.

Time is not everything. The outcome depends on how the time is utilized. The war will be won by toil and sacrifice and—as we have said before—by smartness. Impatience merely burns up nervous energy, and is time wasted.

American Education Week

American Education Week has come of age and will, in fact, be observed for the twenty-second time this year. As usual it will revolve about Armistice Day, the dates being November 8 to 14. The theme is "Education for Free Men." No better occasion is found in the school year to bring parents into contact with what the schools are accomplishing. New and interesting things are going on in the classrooms—things having to do with the war effort. And there is, in the back of every teacher's mind, a clearer realization of the truth that today's pupils must be ready in mind and character and body both to defend freedom and to live worthily of freedom in the world that will soon be in their keeping.

As most of our readers doubtless know, printed suggestions for Education Week, together with publicity material, can be obtained from National Education Association headquarters at 1201 Sixteenth Street N.W., Washington, D. C. Correspondence should be addressed to Mr. Lyle W. Ashby at that place.

A Footnote to Army I.Q.'s

An officer in charge of administering army intelligence tests to thousands of selected and enlisted men, has concluded from his own observation of the score sheets that men who have had instruction on the college level actually earn poorer ratings than those who attended high school only. His theory is that the fellow whose formal schooling ended with the twelfth year does not dwell long on a question that he cannot easily answer but jumps at once to one he can. The man with even a year of college or technical school experience, on the other hand, works away at a tough question in the hope of getting the solution.

The observation is an interesting one, even if lacking in the full statistical support demanded by a scientist. One may be willing to accept the officer's statement as a generalization, however, without in any way imputing to our higher institutions full responsibility for the difference noted. There is always the fact to be reckoned with that the group who continue their schooling beyond high school are somewhat differently constituted from the other group. Presumably they are, on the average and by nature, more studious and thoughtful—more likely to hang onto a given problem until they have worked it out—than are the others.

A thought that sometimes strikes us about our army is that its intelligence tests and its routine methods of weighing men's respective merits and capacities may sometimes cause a low appraisal of persons with trained minds and an exaltation of those who know what they know and may have little ability or patience for coping with more difficult problems.

Skyway Courses

High schools all over the United States are being encouraged to offer courses in pre-flight aeronautics to their students, and many schools have already complied, either by arranging special courses or by modifying some existing courses in the desired direction.

The U. S. Office of Education is—quite properly—cooperating with the Army Air Corps in developing this program and is prepared to supply some interesting posters and other materials for use in organizing and motivating these classes.

The high schools are admittedly the nation's main reservoir of man power for the strengthening of the air services, for these demand youthful zest and keenness, muscular and mental coordination, and intelligence in high degree, and this combination is found in our high schools preeminently.

Making model planes has undoubtedly created a new state of air-mindedness in many thousands of our high school students in recent months. Only a fraction of these boys will ever qualify as pilots. But there are some twenty-five other jobs listed in connection with flying for victory.

We need have no fear that our high school youths will be wanting in their full duty to their country, whether in aviation or in other war-time tasks. Education for a normal world must be suspended at least in part until the present dark hour in history has been safely passed.

Calling Up Reserves

Mr. A—— was once a science teacher. Then he took a position with a publishing house, where he remained until retirement a few years ago. Last month he was visiting the teachers' agencies in search of a job as science teacher—and he is now at work, helping a high school out of a jam and hoping for steady employment while the war lasts.

The teacher shortage that started to develop in many parts of the United States during the past school year, sprang into something of serious proportions in September, when thousands of schools opened with teaching staffs depleted or even without a principal to direct the work.

One expedient has been the calling in of teaching reserves. Thousands of retired teachers and numerous married women who once taught but were ousted during the depression lest they usurp the jobs of single women, have been summoned into service.

If the war emergency continues for another year or five years such reserves will not be adequate. Any reasonable action that would tend to encourage students to choose teaching as a career should be taken. So should any move to prevent the exodus of experienced teachers into other types of work that lure them with high wages. All persons who really belong in teaching should resolve to remain in teaching now or perhaps forever be left out of the vocation they like best.

This is not to say that teachers should evade actual service with the colors or wherever their expert services are needed in connection with the war effort. Thy ought not, however, to underrate the importance of the work they do as teachers.

Can You Make It Exciting?

"I never used to like this subject, but now I do. You make it so *exciting*."

Teachers are not all alike. Some of them could not make a subject "exciting" even if they tried their best to do so. Excellent teaching is done in many different ways. Some teachers just grit their teeth and drive away at their task of letting no pupil escape from doing what they have ordered him to do. This is the hard way—hard for pupils and teacher also. Often it works, however, and graduates will remember a teacher of that sort with gratitude, if not affection, as the one who really made them study.

On the other hand there is, of course, the teacher who is all enthusiasm and umph. He just dotes on his subject and quite astonishes the class by his ability to perform acrobatic feats with it on the blackboard. The class respects and admires his exhibition but can't keep up with him and soon stops trying.

Again there is the enthusiastic teacher whose scholarship is merely superficial. His particular brand of enthusiasm is mostly froth and fails to keep any one afloat for more than a minute.

The teacher who can really make a subject exciting—make it alive and important and even dramatic at times—has a gift that may well be envied. It is better that a subject be made and kept exciting than that it be made and kept too easy. What is the youthful spirit for if not to be challenged by difficult things to outdo itself?

Not the excited teacher but the one who can and does make his subject exciting, is the one worth seeking far and wide to find.

Draft Reaches Down

The call has come for youths of eighteen to join our fighting forces and this makes all of us more vividly aware of this war's gravity. Faced with the early prospect of being drafted, many lads nearing the end of their high school period will be tempted to drop their books at once and volunteer. If school heads and teachers are consulted by these boys eager to serve their country, the majority of them will receive excellent advice; namely, that they remain in school until they have rounded out the present year or are actually summoned to the colors.

Serious study during these remaining months of the school year can increase many a youth's equipment for assisting Uncle Sam, and for intelligent life and citizenship when the war is won.

THE GOOD TEACHER IN ACTION

Here are seven elements usually present in successful teaching.

EDWIN WAGGENER
Associate Professor of Education
Baylor University, Waco, Texas

THE supreme purpose of all educational machinery is efficient instruction. Such instruction is the only justification for teachers, supervisors, principals, superintendents, school boards, and school plants.

All of us as students and later as teachers know that some teachers get results, get things done, create the highest school morale, and earn the greatest admiration and respect of all with whom they come in contact.

It is the feeling of the author that there are a number of easily observable characteristics of the good teacher in action which should be often stressed for the benefit of those who teach and those who evaluate teachers and teaching.

▼

1. *The good teacher begins work promptly.* He is not across the hall discussing somebody or something in total disregard of the class bell. He does not wait two or three minutes in checking the roll to see if Helen is really absent or only tardy. He does not confer at length with an individual pupil on an individual matter while thirty-four other pupils chatter and create an ever-increasing confusion. He is not searching the bookshelf for an illustration or reference that should have been on hand at the beginning of the class. Rather, he is at his post, prepared, materials organized, and mind in order for a business-like beginning of an important task.

▼

2. *The good teacher creates a setting that is favorable to learning.* Among the things necessary to this favorable condition is the securing of complete attention by every class member. Another important phase of this problem is the careful orientation of the thinking of the pupils on the topic which is scheduled for study. If the study is a continuation from a previous lesson, a brief review of the significant aspects of the previous discussion is needed. If the topic is a new one, care should be taken to give it meaning by relating it in various ways to the experience of the members of the class. Enthusiasm for the topic must be shown by the teacher. A pleasant atmosphere should be created.

▼

3. *The good teacher proceeds with definiteness of purpose and action.* This definiteness is achieved only by careful planning and adequate forethought. It is evident in the teacher's every action. It prevents the intrusion of irrelevant material and discussion. It supplies to all activity a needed sense of direction. It prevents a feeling of bewilderment and confusion in the minds of the pupils. It reveals what the teacher aims to accomplish and what is expected of the pupils. The practice of definiteness is aided by not undertaking more than can be adequately covered within a given time. It is further aided by unhurried, simple and clear exposition on the part of the teacher. Dr. Glenn Frank has well stated that "there is no intrinsic connection between scholarship and unintelligibility."

▼

4. *The good teacher seeks a balance of contribution and participation between himself and his pupils.* At one extreme may be found the teacher who contributes relatively little to the learning situation; who is merely an asker of questions, an assigner of tasks, or a rather passive observer of whatever activity the pupils are willing and able to carry on. If his background of reading, travel, and experience contains something which would enrich the lesson, he gives no evidence of it. At the other extreme is the teacher who largely dominates the class by over-participation. This type of teacher either is too impatient to wait for pupil response, underestimates the ability of the pupils to offer real contributions, or fails to realize the necessity for active participation in effective learning. If pupil participation is not carefully directed, the more bold or more capable ones will tend to dominate the activity to the almost complete neglect of the shy or slower pupils. The good teacher avoids all of these extremes.

▼

5. *The good teacher is a close observer of pupil reactions.* This ability enables the earliest detection of wavering interest, wandering attention, the beginning of fatigue, or the developing of a disciplinary situation. It would also reveal a perplexed or confused state of mind in pupils who had not understood an explanation. Observing such conditions as the above, the superior teacher can skillfully redirect the procedure of the moment, change the activity, or redirect the emphasis. Any form of teaching that is succeeding brings favorable reactions in the

attitudes and expressions of pupils. Conversely, unsuccessful teaching is plainly revealed in pupil attitudes and reactions. The class group represents a small audience situation. The good teacher is as skilled in studying his audience as is the effective public speaker.

▼

6. *The good teacher guides class activity to a well organized stopping point.* This requires awareness of the progress of class activity in relation to the time in the class period. Provision should be made for a rapid summary of significant points covered during the period, drill on all aspects of the lesson that need it, and ample time for a clear and definite assignment looking toward the next day's work. Classes which end suddenly and without warning usually leave the learning situation incomplete. Assignments that are shouted as pupils hurry to their next class are usually not heard by a considerable number of a class and are misunderstood by many others. It has been said that good mental hygiene requires that every individual set up for himself a finishable task each day. This is especially true of the teacher.

▼

7. *The good teacher creates in many of his pupils a desire for further investigation beyond that outlined for class work.* This is in a sense the final test of good teaching.

While the above seven characteristics of good teaching are by no means complete, they are given to encourage continued evaluation and appraisal of teachers and teaching.

MAY I SEE THE PRINCIPAL A MOMENT?

Another of Mr. Emery's entertaining articles on the human side of administration.

JAMES NEWELL EMERY

MISS N. has come to my office in a very much disturbed frame of mind over Robert K.—and his mother. She is making a brave effort to keep back the tears and maintain the poise that a capable teacher ought to have. but she confesses that this case is one she is unable to cope with. Miss N. is a conscientious and experienced teacher, and it is unusual to find her so thoroughly upset over one small boy or one temperamental parent.

Robert entered school from another part of the city in September. Along about the first week in November Robert came down with an attack of scarlet fever, which was later complicated by a siege of measles. Save for a few scattering days, Robert had been absent from school a period of practically four months when the March term began.

Now naturally these attacks of disease are Robert's misfortune, rather than anything to his discredit. He just couldn't help coming down with the current epidemics—although inoculation with the Dick test might have kept off the scarlet fever. Unfortunately out of almost six months of the school year, Robert has been present only two, and he has lost enough of the year's work in certain basic subjects that the lacunae show up on his rather incomplete report card. Not altogether in quantity of work, but in quality as well. Mrs. K. objects strenuously to the markings given him, and to the unsatisfactory papers that he is bringing home. In no uncertain terms she lays it to the door of the teacher.

The story unfolds a long and somewhat tangled skein. Instances of fresh, even insolent remarks to Miss N. on Robert's part. Trouble with other boys—it was only a fortnight ago that Mrs. K. was in the office to complain of a fist-fight on the way home in which Robert got the worst of it. Low rank in certain fundamental subjects, although Robert's IQ is somewhere in the 120's. Trouble about homework—and Robert caught in a tissue of falsehoods about papers which he was supposed to have carried home for his mother to see. A series of frequent telephone calls on Mrs. K.'s part, when Miss N. was just about to sit down to supper, or ready to go out for the evening. Miss N. is fairly jittery about Robert. She is getting to the point where she can't stand him in the room much longer. She has lost sleep over him—was so upset over the week-end that she couldn't even go to mass on Sunday morning—and Miss N. is nothing if not devout.

And, to put the keystone on the arch of troubles, here is Mrs. K. waiting for me in the outer office.

Mrs. K. thinks she is being cooperative, in keeping in so close touch with Robert and his school. She has always done so, ever since the first grade days. She is deeply interested in the welfare of her only son, and wishes to do everything to forward his education. She believes that every mother should have a detailed acquaintance with the progress of her child

in his studies (the clichés are Mrs. K.'s).

I suppose that Mrs. K. would be mortally offended if I attempted to suggest, tactfully or otherwise, that instead of being cooperative, she is in a fair way to making something of a nuisance of herself. She has called up, not only the building, but the room teacher at her home on seven or eight different occasions since school started in September. She doesn't remember doing it except twice. With some emphasis she insists the teacher is a liar when she makes such a statement. As one of the matters under discussion is Robert's own veracity, you can draw some inferences.

▼

The day before, as a facile and probably most satisfactory solution of the troubles, I had assigned Robert to another teacher and another room, acceding to both Mrs. K.'s request and that of Miss N. Mrs. K. is not satisfied. She is complaining rather acidly that the new teacher who is to contend with Robert's problems is grumpy, and didn't give her a cordial greeting.

Such may well have been the case. Miss O. is something of an old-school martinet, and one who believes in the era of strict discipline. I am finally obliged to tell Mrs. K. that while perhaps the new teacher might have been a bit more gracious, the case presented certain angles that, since she herself had brought up the subject, she ought to know.

There are six teachers of Robert's grade in the building. Every one of the five besides Miss N. objected to receiving the K. hopeful —because Mrs. K.'s reputation as a trouble-maker had preceded her, from school to school, and that finally I had been obliged to assign Robert to the teacher with the smallest registration and the lightest teaching load as a matter of office routine, rather against her wishes—and that while I had supervision over the work of the teaching staff, my authority did not extend to their personal cordiality.

I had written Mrs. K. at length the day before, explaining what I found upon my investigation of her complaints, and granting the transfer that she had asked for. In fact, I had put something more than two hours on that individual case. There was no need for her coming up the next morning to introduce Robert to the next teacher who was going to have him, and explain all his little idiosyncracies. We knew Robert well enough not to need that—and we also knew Mrs. K.

▼

I suggest as one parent to another, that she let the boy stand on his own feet for a while, and try not to order everything in his youthful life for him. A boy has to acquire some self-reliance—otherwise his education is failing in the very points that need development. I could tell, but don't, although I am sorely tempted, that under her cotton-wool coddling, Robert has become an insufferable little prig, afflicted with a superiority complex. It didn't take more than a minute or two in conference with Robert to find that out. I can see, too, where he gets it, without too much trouble. Mrs. K. has a series of derogatory comments to make about the neighborhood into which she has just moved, and the children on that street.

▼

Robert would be a pretty good kid if his mother would let him alone—let him handle some of his own interests and fight some of his own skirmishes, like other boys. Robert is young for the grade—a bit overgraded, one of those youngsters who have been gotten into school just under the age deadline, which accounts for his comparatively high IQ. That isn't borne out by some of his classroom work —a consistent output of 30's and 40's in arithmetic and spelling, for example. Robert admits frankly that he doesn't like mathematics. Like many other pupils who dislike a subject, he doesn't do very good work in it, and takes advantage of every opportunity to slight that work.

Back in an earlier grade, some teacher in another school mistakenly praised his abilities in his presence—told him that he should be in the sixth grade then, instead of the second. It went to his head —both Robert and his doting parents have since emphasized his "brightness."

Robert, also, has developed the irritating habit of posing constantly—making a bid for attention all the time—a habit which fails to endear him to a discriminating teacher, and most emphatically so to the run-of-the-mine boys in the classroom who resent as only twelve-year-olds can his assumpiton of superiority. His mother has babied him, played up to his every whim, been so complacently proud of his ability, and told him so, that she has molded him into an obnoxious little swell-head. All these things I would love to tell Mrs. K.—but my position calls for a certain amount of diplomacy, and some medicines have to be more than sugar-coated.

As a climax, Mrs. K. remarks regretfully that she wishes I had seen fit to put him with a Protestant teacher—that she fears he won't receive a square deal from one of "the other kind." At that I all but let go. A Protestant myself, I am constrained to tell her that in some thirty years' experience in school administration, I have never known a Catholic teacher, and I have supervised the work of hundreds of them, discriminate against a pupil on account of a difference in faith—that religious sectarianism has no place, and rightfully, in the public schools—that we are living and working in a state that still clings to the ideas and ideals of Roger Williams, that a man may be free to worship God after the dictates of his own conscience.

Mrs. K. would like to discuss Robert's case still more fully, but fortunately I have another appointment, and it is necessary to bring the interview to a close. I draw

something of a sigh of relief as she reluctantly leaves. I fear we are not entirely through with Robert.

Robert is something of a problem youngster—but back of him and others of his type is the problem parent.

▼

I am having a somewhat different problem with Mrs. R. who has also moved here recently from another school district. Thomas gave a good deal of trouble at the school he last attended, over his unwillingness to do the work. He just won't do it—stalls all the time. Coaxing, shaming, threats, punishment, even—none of these methods seems to have any effect. He just interposes that passive resistance, that do-nothing attitude, and that's all there is to it. Good boy, too, in a way. Never gives any trouble in the room or around the building, except that on the "Industry and Effort" column on his report card, the figure is about as low as we can give—if there were such a thing as a minus zero, we'd put it there.

Mrs. R. wants to know how Thomas is getting along. His former teacher advised that she wait six or eight weeks, let Thomas get his feet under him in a new spot, and let him stand on his own for a while. Mrs. R. has followed that out religiously, even for some weeks beyond the original advice. But now she can't help feeling that she wants to know.

Around home Thomas is the same way. He won't do anything to help out in the way of chores, or any tasks that he can get out of. School and home have very much the same problem. The same attitude is carried from one to the other.

▼

Now Mrs. R. really is trying to be co-operative, and we appreciate her attitude. But there's something back there that makes us feel that Mrs. R. is partly if not wholly responsible for the attitude of her son toward work—toward doing anything that just doesn't take his fancy. He's going to be obliged to do unpleasant things, things he doesn't want to do, every day of his life. All of us have to. Part of the job that gives us our potatoes and hamburger. And back there somewhere in the bringing up of that boy, there's a streak that Mrs. R. or her husband have sidestepped.

▼

That habit of indifference and not doing his work was pretty well fixed on the youngster before school even got hold of him. It's a bit late now to expect us to work very much of a reform in his personal habits and attitude, along in the fifth grade. Oh, it can be done, to a certain extent, if judicious teamwork can waken the boy's interests—but the primary responsibility lies pretty close at home. And if he can't be wangled, forced, persuaded into doing the things at home that are expected of normal boys, what real chance has the school when at last he reaches that institution?

Thomas is something of a problem youngster—but back of him, too, is the problem parent—the parent who has slipped up somewhere.

WHAT HISTORY TEACHING COULD MEAN

The Homeric notion of a fool was a man who did not judge the future by the past.

R. R. DE ROUGOMONT

"WHAT good is history going to be? What will I get out of it?"

The sixteen-year-old youth looked impatiently at his teacher. His mind crowded with the swiftly moving events of a mechanized war, he saw worthwhile education mainly in the mathematics and designs of airplane motors and Diesel engines. To his eager imagination history appeared important chiefly in its relationship to the Wright Brothers.

The teacher smiled tolerantly. But his voice was serious. "You will find that history shares intellectual value as a study with mathematics as a means to the development of reasoning power and analysis. Napoleon Bonaparte excelled in both these subjects and owed much to this fact."

▼

While taking place in a New York classroom the scene could be duplicated throughout the country. With army and navy posters and radio appeals dramatically calling and competing for his services in the air or on the sea, the schoolboy of today stands at a cultural crossroads. Now, more than ever before, education means to him "something that I can use."

But the teacher's admirable explanation of the value of history was incomplete. In changing times history teaching has acquired a new significance. Provided it is properly handled without propaganda or bias, history teaching can be used as a method of national psychoanalysis. The military problems of the United Nations in the present war would be less complicated had they been given a clearer vision of the composition of their foes.

For generations the British raised their children on a steady diet of colonial enterprise and conquest. Knowledge of foreigners was given in relation to the importance of a country as a military obstacle to British armies. No attempt was made to depict the character of a people. In one respect it was unnecessary. Ruled by kingly despotism as most nations were, their true habits could not find expression. Moreover, the later increase of "popular" representation in governments seemed of no consequence to British educators. History continued to mean as little as it always had meant.

The result was that Britons, from the prime minister down, lacked understanding of the Germans, whom they remembered only as allies at Waterloo. Had proper history teaching given the British a true picture of their potential enemies, there would now be a vastly different phase of it in existence. Proper teaching would include knowledge of the unscrupulous methods and military expediency of Frederick the Great. History would reveal the crafty scheming of Bismarck and his provocation of war after war. It would show the German policy of sudden assault lurking in ambush behind a screen of diplomatic intrigue. History would recognize the purposeful determination of Scharnhorst in building a powerful military machine behind a wall of restriction. Is this pattern familiar?

Similarly the United States would have been better prepared to withstand the shock of surprise attack. In the minds of American women the name of Japan had conjured up pleasant visions of rising suns, cherry blossoms, the snow-capped cone of Fujiyama, lacquered objets d'art and silk for their stockings and lingerie. To American males Japan signified a curiously inferior people with a monkey-like propensity for imitation, cheaply made goods, a low living standard, a misty past and a lantern-lit present animated by throaty-voiced Geisha girls with almond eyes and commercialized charms.

It was unthinkable that this strange people might loom as a direct threat to American security. Belated studies of Japanese history have since shown Americans a deadly parallel of industrial and military renascence beginning in 1871. Americans today do not underestimate Premier Tojo, General Yamashita and Admiral Yamamoto. Neither have they any illusions of the Japanese character. What they were not taught at school and were too complacent to believe at Nanking, they learned the hard way at Pearl Harbor. It was the principle of a democracy to see no evil until evil had been visited upon it.

▼

One of the most significant statements ever made on this subject was that of Leonardo Bruni D'Arezzo, celebrated humanist, writer, and translator of Greek classics in the 15th century. Describing the studies that make life more profitable and enjoyable, Bruni said: "First among such studies I place History; a subject which must not on any account be neglected by one who aspires to true cultivation. For it is our duty to understand the origins of our own history and its development; and the achievements of people and of kings. For the careful study of the past enlarges our own foresight in contemporary affairs and affords to citizens and to monarchs lessons of incitement or warning in the ordering of public policy. From history, also, we draw our store of examples of moral precepts."

Truly this is a combination of prophetic vision and matchless advice!

▼

A well-known New York newspaper has just concluded a nationwide survey of United States history teaching in American colleges and universities. It was found that eighty-two per cent of these schools do not require this study for the undergraduate degree. Seventy-two per cent do not list United States history as an entrance requirement. An interesting comment was made by a Delaware college. "We must not only say I am an American, but we must know why we are Americans. United States history gives the answer."

But ordinary teaching would not give a completely informative answer, unless a thorough scrutiny of the mind of America was included. Following this reasoning a searching study of foreign countries would not merely indicate what they are, but why they are. It is insufficient to state that a German is a Teuton or a Jap is a Nipponese. Doubtless the effort to state the unvarnished truth would be challenged in some quarters. The teaching of history would be another ordeal by fire, but the true worth of it would shine brightly through the smoke of ignorance and misunderstanding caused by antiquated methods.

When history teaching is modernized the subject will indeed deserve the description of it given by Cicero: "The witness of the age, the light of the truth, the life of the memory, the teacher of life, and the herald of antiquity."

United States history should be made compulsory in our colleges. Some instructors stress the thesis that to make United States history a required course will result in destroying interest in the study. This type of argument is fallacious. Young people require guidance to understand real values in study, life and culture. Such guidance is plain common sense. There are some teachers who seem to think that to make United States history a compulsory subject is teaching or establishing plans for propaganda or indoctrination. The truth is never propaganda or indoctrination. The present time demands the compulsory teaching of United States history as the core course in our curriculum—*Charles W. Heathcote, State Teachers College, West Chester, Pennsylvania.*

FOREVER OLD, FOREVER NEW

Educational practices like those of medicine go in cycles.

RUTH CARMAN
Assistant Professor of Foreign Language
Eastern Illinois State Teachers College
Charleston

IT SEEMS a paradox that people at one time take pleasure in asserting that there is nothing new under the sun, and at another that great innovations are revolutionizing every branch of life. Some weeks ago I had great pleasure in seeing Katherine Cornell in Shaw's *The Doctor's Dilemma,* in which the dean of the doctors was sure there was nothing new in the field of medicine. Said he, "Don't misunderstand me, my boy. I'm not belittling your discovery. Most discoveries are made regularly every fifteen years; and it's fully one hundred fifty since yours was made last. That's something to be proud of. But your discovery's not new. It's only inoculation. My father practiced inoculation until it was made criminal in 1840. That broke the poor old man's heart; he died of it. It turns out that my father was right after all." And a little later, "Well, I've known over thirty men that found out how to cure consumption. Why do people go on dying of it? Devilment, I suppose. There was my father's old friend, George Boddington. He discovered the open-air cure in 1840. He was ruined and driven out of his practice for only opening the windows; and now we won't let a consumptive patient have as much as a roof over his head. Oh, it's very, very interesting to an old man." Parenthetically, can we draw a parallel? People persist in dying of consumption after cures are discovered. Young people persist in growing up uncultured, after all the educational panaceas have been shown us by Columbia and New York University.

In the field of politics, various historians have been entertaining themselves lately by showing how the words of the ancient Greek statesmen, describing more circumscribed conflicts, are applicable to the present world situation. By changing place names, certain passages from Thucydides and Demosthenes fit our situation admirably. Hans Kohn in his *Not by Arms Alone,* written in 1940, asserts that the warning words of Demosthenes might have been said in England and France two years previously, and with equal force should have been said in the United States twelve months before the time he was writing. Some months ago there was an editorial in *The Chicago Daily News,* quoting Thucydides against isolationism; and one was not aware at first reading that it was not written by a member of the present staff of the paper.

Also in the field of education, the same practices seem to crop up again and again, advertised as new. Dickens in *Nicholas Nickleby,* written more than a hundred years ago, gives a vivid account of the activity program in use at Dotheboys Hall. When Nicholas was about to meet his first class in English spelling and philosophy, Mr.Squeers demanded,"Now, then, where's the first boy?" "Please, sir, he's cleaning the back parlour window," said the temporary head of the philosophical class. "So he is, to be sure," rejoined Squeers. "We go upon the practical mode of teaching, Nickleby; the regular education system. C-l-e-a-n, clean, verb active, to make bright, to scour. W-i-n, win, d-e-r, der, winder, a casement. When the boy knows this out of the book, he goes and does it. It's just the same principle as the use of the globes. Where's the second boy?" "Please, sir, he's weeding the garden," replied a small voice. "To be sure," said Squeers, by no means disconcerted. "So he is. B-o-t, bot, t-i-n, tin, bottin, n-e-y, bottinney, noun substantive, a knowledge of plants. When he has learned that bottinney means a knowledge of plants, he goes and knows 'em. That's our system, Nickleby; what do you think of it?" "It's a very useful one, at any rate," answered Nicholas.

Much earlier, the desirability of a happy attitude in school was expressed by Quintilian, a famous Roman teacher who lived in the first century A.D. He wrote, "I approve of play in the young; it is a sign of a lively disposition; nor will you ever lead me to believe that a boy who is gloomy and in a continual state of depression is likely to show alertness of mind in his work." Some ancient instructors did not tolerate too much liveliness from their students, however, for Horace complains that his teacher, Orbilius, made free use of the rod.

However, some things do change. I started to school long enough ago so that I learned to read by memorizing the letters, phonic combinations, and spelling; I learned to write, tongue in cheek, by laboriously copying the words in a copy-book; I learned to do arithmetic problems on a slate, which was cleaned by means of a sponge and water daintily sprinkled on it (or by more primitive methods); and I learned to behave (maybe) by being stood in a corner, or kept in so long that I missed my lunch, or by more violent means. I remember Mr. Taylor's* saying once, in

* Mr. E. H. Taylor, head of the mathematics department, Eastern Illinois State Teachers College.

discussing modern educational terminology, that in his boyhood the phrase "panel discussion" was not known—the panel was available in the wood-shed, and there *was* no discussion.

At a high school conference, I once heard a man say that it was bad business for the Teachers Colleges to carry progressive education too far, because if taken to its logical extreme it would result in proving that teachers were unnecessary to the best development of the child, and hence would put us out of the job of training teachers. That reminded me that Dr. Cameron† had said that same thing five years ago, while defending Dewey's precepts from that interpretation. I imagine each of us pedagogues, in his low moments, has felt, "After all, what's the use? The people who are capable of learning will learn without our aid, and for the ones who aren't capable of learning we don't do anything, anyway." There are some eminent examples to foster this feeling. Doesn't Sandburg say in *The Prairie Years* that Lincoln had only about four months of formal schooling? And Dr. Cameron wondered what would have been made out of Lincoln if he had fallen into the hands of professional guidance counsellors. But after all, most of our students are not potential Lincolns.

One type of training being practiced now at St. John's College in Annapolis was described in most interesting fashion in an article in the July, 1941, issue of the *Atlantic* by the president, Mr. Stringfellow Barr. He tells how a new administration had introduced a new curriculum, had dropped a goodly share of its student body for poor academic standing, had made sweeping changes in its faculty in order to secure the knowledge and teaching skills the new curriculum would require, and had emerged from financial desperation to economic stability. All of this he calls "an academic revolution," but it would seem to many of us rather a reversion to the Dark Ages, because the elective system is thrown out and one curriculum is prescribed for all students. It is largely in accordance with President Hutchins' recommendations and it has attracted as many students as the college could accommodate. The new program is based on the study of some hundred of the world's greatest books from Homer to the present.

At St. John's the curriculum prescribed for all consists of two seminars, or discussion groups, each week on one of the great books on the list; of five tutorials, or small classes, in mathematics each week; of five language tutorials a week; at least one three-hour laboratory period a week; and at least one formal lecture a week—all this for four years for every student in the college. The language tutorial makes use of a different language every year beginning with Greek in the freshman year. President Barr says, "We realized, of course, that we were inviting President Eliot's five-foot shelf to fly up and hit us in the face, and it did; but at least we focused public attention on the books and the seminar rather than on subjects that have become professionalized in the elective system. Still, it hurt to get hit by a plank that Eliot, founder of the elective system, had left out of his system." Mr. Barr maintains that this elective system had introduced vocationalism, a growing intellectual chaos, and, finally, the illiterate alumnus.

The new program immediately came into collision with the athletic system, because the new programmers found it difficult to participate in intercollegiate athletics. Like medical and law students, they didn't have time, because they had to study. President Barr says, "Intercollegiate athletics in their present form grew up during precisely the period when the undergraduate curriculum was in decline. Indeed, intercollegiate athletics as now played have actually rushed in to fill a vacuum. And despite their profit aspect, despite subsidized athletes and newspaper exhibitionism and the sports-goods racket and the other evils colleges complain of, the athletic field is frequently the only place in college that furnishes any sort of self-discipline or even rigorous instruction." St. John's has a system of intramural athletics, designed like the English plan, to give each student some physical training within reasonable time limits.

Mr. Barr says that the aim of the new program is the full development of man's most specifically human powers: his intellectual powers. "To develop them takes harder labor, longer discipline, and more patient guidance than our colleges have recently faced, and a much more exclusive devotion to the main issue. Information, vocational training, useful and practical (so-called) courses, that somehow turn out so pathetically impractical after Commencement Day, social contacts, a good time, tricks for making money—all these ends are sorry and treacherous substitutes for education in the liberal arts, the arts of thinking, speaking, writing, knowing." Whether or not we believe that the means at St. John's will accomplish this end, it is interesting to know that such a program is in operation.

Perhaps these references to Dotheboys Hall, to Lincoln, and to St. John's College will only serve to make us more contented with the variety of education which we have enjoyed.

†Dr. Cameron, professor of education, until his death, at the University of Illinois.

FOUR WAYS OF LOWERING TEACHING EFFICIENCY

Not that anyone wants to do it—but . . .

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

ARTICLES on "How to Succeed in Teaching" are not necessarily futile combinations of words. This paper, however, approaches the subject from the negative side. It would not have done such a great deal of violence to the thought to have given it the title, "How to Fail in Teaching." Yet we must admit that a teacher can make one or more of the four major blunders discussed here without completely ruining his professional career. On the other hand, we can say with a high degree of assurance that every year these four essentially unprofessional and unethical attitudes cause innumerable pedagogical shipwrecks. The first of these ways of lowering teaching efficiency is the taking of a hostile, or simply an unsympathetic, attitude toward the environment in which one lives and works. I illustrate this by means of a case study. Early in the second decade of the present century Rex Whitney began his career as a teacher. All the stars seemed to foretell a high degree of success. He was a native of one of those beautiful transplanted New England communities of the Middle West and spent his early life in a home possessing an unusual degree of culture. His intellectual and personal endowments were far above the average. When he graduated from one of the finest small colleges of the country he took with him a shining Phi Beta Kappa key of which he was exceptionally proud. Then came a year in a university and another degree.

He was now ready to teach. The first position open to him was in a small mountain academy in the South. His parents urged him to accept this opening and particularly stressed the missionary appeal. He looked forward to his new duties with considerable zest. Even if the term "inferiority complex" had been as common then as it is today, nobody would have applied it to Rex. His complex was of a very different kind. Although he was not an inordinately conceited youth, down in his heart he felt that Hilltop Academy was especially fortunate in securing the benefit of his services.

But things did not work out as he had expected. When he reached the little town he found that there was very slight realization of the good fortune of the institution in having had the opportunity to add to its staff a young man of such unusual endowments. Worst of all, nobody seemed to know what that gold key stood for. He soon found that not all of his students were geniuses. Some of them did not even want to learn. There were some disciplinary problems. For example, one day when he was explaining to a class the beauties of "L'Allegro" he was hit by a moist paper wad which Bud Nolan had aimed at Dick Skidmore.

All this was out of the scope of his previous experience. As a result, he allowed himself to become absolutely soured on his environment. He exercised his satirical skill in writing letters to his college friends describing the blunders of his students and the crudities of his surroundings. Instead of co-operating in improving the life of the little town, he walked its streets with his nose in the air and his lip curled with contempt.

Naturally this hostility to his environment bred some hostility in return. In his human relations there was more friction than necessary. Toward the end of the year he was offered an instructorship in his university and accepted it with alacrity. His year at Hilltop could not be called an absolute failure. His fine teaching ability and good preparation made this impossible. But his complete lack of sympathy for his immediate associations had a decidedly vitiating influence upon his pedagogical effectiveness. No man can do teaching of the highest quality if he lacks appreciation of his surroundings.

The second professional neurosis which lowers efficiency is not distantly related to the first. In this instance the wrong attitude manifests itself in a spirit of hostility toward one's colleagues. Two men were once sent to work together in a factory. One reached the job a few minutes before the other. When the second man arrived, he glowered at the first and said, "So you're the fellow I'm to work *against*." The first replied, "I thought that I was to work *with* you." The teacher who feels that the other members of the staff are from the very nature of things his enemies is suffering from a psychological affliction which makes it exceedingly hard for him to render any service of value.

It must not be thought that this particular subversive attitude is confined to educational circles alone. Teachers are not an abnormally uncooperative class of human beings. It is much more likely that they are, as a group, above the average in this regard. Yet the deeply imbedded human trait of envy is not always absent from

halls of learning. Some individuals receive more recognition than others. Popularity is not always distributed in equal packages. Envy is mostly a bitter reaction of the weak towards the strong. Yet there have been instances of the strong desiring nobody around them but the weak. In his scathing lines on Addison in his "Epistle to Dr. Arbuthnot," Pope with his spiteful skill brings out this tendency:

"Should such a man, too fond to rule alone,
Bear, like the Turk, no brother near the throne,
View him with scornful, yet with jealous eyes,
And hate for arts that caused himself to rise;
Damn with faint praise, assent with civil leer,
And without sneering teach the rest to sneer;
Willing to wound, and yet afraid to strike,
Just hint a fault and hesitate dislike."

No matter how great his ability, a teacher suffering from such an abnormality of disposition is an undesirable factor in any institution or school system. The teacher who can recognize the admirable traits in those with whom he works has learned the first principle of co-operation. If he can do this there is little likelihood of his ever becoming a chronic applicant, compelled to look for a new position with tragic frequency.

The third method which can be guaranteed to lower efficiency is a lack of responsiveness to supervision. At the outset, we can take for granted that this fault is less prevalent among teachers than it once was. Training in the art of teaching is demanded today. This means that the beginning teacher is, in a sense, not a beginner. He has done supervised teaching, and consequently is less likely to be sensitive to suggestions in regard to improving his work than might be the case without his having had such an experience. Even though the improvement in this regard is so marked, the teacher who considers the slightest intimation that he should use a different method as a bitter insult is not completely obsolete.

Some phases of the life of a teacher tend to make him an excessively self-reliant individual. Even the most progressive classroom is not a democracy, and possibly should not be one. At the best it is more or less of a benevolent despotism. The presiding over such an institution may develop an exaggerated sense of assurance. Moreover, it is generally assumed that the teacher knows more about his given field than anybody else in his immediate environment. In fact, there is a fallacy of pedagogical omniscience based on the assumption that he is completely informed about every slightest aspect of the subject which he teaches. Others, less enlightened, proceed upon the assumption that like Francis Bacon he has made all knowledge his province.

These phases of the pattern may tend to make him constitutionally opposed to the guidance which sometimes he sorely needs. Often it is the teacher of long experience who goes on the warpath at the slightest suggestion of any deviation from his time-honored method of procedure. The beginning teacher, nevertheless, is not always free from this unfortunate tendency. When Richard Roe was made principal of one of the ward schools in Brownsburg he had just received his master's degree at the university, having majored in education. Capable as he was, the suggestions made by wise, kindly old Superintendent Bronson were worthy of his highest respect, but instead of receiving them at their true value, he regarded them as echoes from the dark ages. Neither did he make any effort to conceal his contempt. He even made it a habit to talk over his troubles with some of his teachers. Before three months had passed he was a storm center of discord. Any reader can, without the slightest difficulty, complete the story.

The fourth of these neuroses is the tendency of the teacher to lose his professional zest. We mostly expect to find this type of failure among older teachers. It is not, however, any invariable result of years of teaching. All of us know of those who after years in the classroom still glow with all their pristine enthusiasm. We can also think of beginning teachers who already look upon their classes as nothing more than perfunctory tasks which they must perform grudgingly and of necessity. There are types of work which can be done by a semi-comatose individual going through routine motions. Teaching, though, does not belong in this category. If there is no intellectual electricity in the atmosphere, if the glow of enthusiasm is lacking, nothing is happening. If the teacher himself finds no joy in teaching, the chances are that nobody else is getting any pleasure from his classes. The adventure of learning is a source of delight to all concerned.

The fact remains, however, that it is by no means easy for a teacher to make a class period a series of joyful adventures. Negative as well as positive influences are always to be found in the offing. Not all students thrill with the joy of learning. Mostly some are on hand who are wishing that they were somewhere else. Few classes consist entirely of members of the aristocracy of the attentive. Two or three, at least, are inclined to indulge in the gentle pastime of cat-napping. The subjects which we teach may seem to be miles away from the world immediately around us. The struggle against adverse influences may pull us down physically and intellectually. Nevertheless, our job is to teach with pleasure, zest, and inspiration. That which interferes with this must be avoided as a noisome pestilence. Effective teaching begins with the teacher. His first task is to see to it that his attitude toward his environment, colleagues, supervision and the work itself is conducive to accomplishing that for which schools really exist.

INDIVIDUAL HELP IN ENGLISH

What one high school is doing to develop skills in reading, composition, and speech.

SALIBELLE ROYSTER
Head of English Department
Reitz High School
Evansville, Indiana

IN HER recent publication, *Evaluating Instruction in English*, Dora V. Smith speaks of the need for further help felt by teachers of English on the best means of diagnosing individual differences in language and of adapting instruction to each pupil. This need the members of the English Department of Reitz High School, Evansville, Indiana, have felt for some time. With the special needs of our pupils in mind, we have in the last two years experimented with the following program for helping the individual in speech, reading, and writing.

▼

Speech. Recognizing the fact that the worst errors in speech of which our pupils are guilty are comparatively few in number, early last year our department compiled a list of these errors and launched an all-school campaign against them. Mimeographed sheets emphasizing the correct forms were placed in the hands of every student, and attention was frequently called to the desirability of "getting it right". Posters large enough to be read from the rear of the room were made in the print shop, each poster containing a few tricky phrases. Members of the National Junior Honor Society volunteered to see that these posters appeared in every room of the building for an entire semester, cards being changed every week. Hoping to catch these speech errors a few years earlier, our department also made an attempt to place these error sheets in the hands of English teachers in the grade schools feeding into our high school.

On our staff we are fortunate enough to have a specialist in speech defects, who takes individual students who lisp, stammer, or hesitate and helps them through careful training to overcome these difficulties. Recordings are made at the beginning and the end of the semester and the pupil's progress noted. Improvement is usually permanent.

▼

Reading. Realizing that reading difficulties cause poor work in all subjects, the English department has tried to help individual students whose reading test score shows below seventh grade ability. In the ninth year core program, known as General Living, in which English is to a certain extent integrated with social studies, mathematics, and business, slow reading groups are given drill work and easy but interesting reading to meet their special need. If a pupil survives the ninth year and is still unable to read satisfactorily, we have a project for next semester to segregate the slow reading tenth graders and lead each individual at his own rate from where he is now, even if we have to meet him on the comic book level. *Parents Magazine* is helping us there to fight fire with fire by giving us *True Comics*, *Real Heroes*, and *Calling All Girls*.

▼

Writing. No doubt by this time the reader is thinking, "What of the superior student? Is there no special help for the college bound?" Yes, we are trying to help them too, by a special composition course in the senior year, designed to meet the requirements of college professors. These requirements were determined by conferences between heads of English departments and members of university faculties. Drill work to eliminate technical errors in writing, preparation of the term paper including gathering and organizing material, bibliography, and footnotes, and constant practice on shorter themes on various subjects are all helpful. For college preparatory students we also strongly recommend the survey course in English literature as a background for college reading.

▼

There is left the student with a special talent, perhaps for creative work, such as poetry or story writing. I regret to say that we have as yet offered little in the way of special help for these gifted pupils except by singling them out and encouraging them to try in contests or to write for the school paper. In my collection of student poetry written in my classes in the last two or three years I find at least a dozen selections of high quality, several of them on the adult level. Undoubtedly more should be done to encourage pupils so gifted to attain their highest possible level of development. Just what that procedure should be I have not quite decided. To segregate them for special work in literature and writing might be undemocratic. On the other hand it might help train literary leaders so much needed in this curious and dangerous age in which we live.

Because we realize the needs of the few as well as of the many, we are attempting to help the individual pupil to reach his maximum development, whether he be slow or brilliant and whether his special need be in reading, speech, or writing. Perhaps our next drive will be to correct faulty spelling. We have as yet but scratched the surface of helping the individual, but we feel that our efforts have not all been in vain. We shall appreciate knowing how others are meeting the same problems.

PSYCHOLOGY'S FREAK SHOW

Would you care to prove something? Well—there's always the Wolf Girl to cite.

ROBERT TYSON
Department of Psychology and Philosophy
Hunter College, New York City

THE attractions of the queer people of a sideshow do not work only on circus goers. They interest some scientists as well.

Coming out of a real fog in India, the story of the Wolf Girl progresses through areas of social science at least equally hazy. There she is accompanied by the Wild Boy of Aveyron, the Baboon Boy, possibly Romulus and Remus, and an "aggregation of breath-taking, truly astounding exhibits, ladies and gentlemen," that would have delighted Barnum's heart as well as the souls of keen scientific intellects now fascinated with them.

▼

The Wolf Girl, as the reader knows, was said to walk on hands and knees, or hands and feet, when captured in India. She finally learned to walk upright, though stooped, but never to run except on all fours, as reported. Her story, according to some, proves that human beings walk erect only if raised among creatures doing likewise. If reared by wolves, they would move on four limbs. Briefly, our mode of locomotion is purely social in nature.

Needless to say the interpretation mentioned is advanced by "environmentalists." An environmentalist might be defined as "any person madly striving to prove that the individual inherits only his surroundings." They are not to be hoodwinked for one moment by the prejudices of biologists.

Since environmentalists may possess fervor second only to that of backsliders who have again found religion, it is interesting to wonder what they would have said about the Wolf Girl in India if her case had suggested the importance of *heredity*. Perhaps they would have pointed out that the evidence on her development meets few if any of the following requirements for reliable data:

Scientific information should be collected by skilled observers, if possible at first hand. Conditions should be definitely known, preferably controlled. There should be at least some indication of the biological nature of the individual studied, namely his heredity. There should be reasonable assurance that the details of a case history are accurate. Anecdotal data, consisting often of extreme cases, likely to be exceptions, and frequently chosen with the specific purpose of proving a point in the first place, should be regarded with the greatest skepticism.

▼

In their classrooms most educators insist upon rigorous scientific procedure. Yet at times their own gleeful acceptance of unreliable material, seeming to prove something they wish to prove, is less than dignified.

Perhaps it is the sensationally dubious nature of what the Wolf Girl proves—and why is it always assumed that she *must* prove *something?*—that makes her a strange educational subject. It is so simple to throw doubt on the suggestion that she demonstrates the social basis of human locomotion.

For one thing, it has been indicated that the behavior of the Wolf Girl closely resembled that of many feebleminded children, who, likewise, may have trouble in learning to walk.

Moreover, in human development all over this world, children raise their heads, sit up, stand up, and walk, in the same succession of events, and at approximately the same ages; these circumstances are generally considered good indications that maturation and structure are the main agencies concerned. If sensational, exceptional data counts, there are at least a few instances in which infants with a minimum of social stimulation have been observed to walk at the usual time.

Human legs are considerably longer than human arms; it is difficult to avoid the thought that we walk erect because our structure makes it easier for us. In addition to that it is an advantage to free two limbs for work and gesture.

▼

Might two questions be asked: Why is it that chimpanzees fail to move exclusively on all fours, as do *most* wild creatures? Might it not be expected that a dog, raised in a human family, would rise up and walk only on his hind legs?

There is a strange, unspoken assumption in the background of discussions involving the Wolf Girl, or other "feral" children. Somehow the exponents of these strange creatures seem to say, *"If you don't think these wild children prove the importance of environment, then you are denying the importance of environment altogether!"*

Let it be said that it is the *selection of data*, rather than what it is advanced to prove, that is subject to criticism.

It is the psychologist who has been outstanding in showing the significance of environment in personality development. The study of delinquency, criminology, psychopathology, variations in the in-

telligence quotient, and vocational problems, have given ample testimony. The whole field of psychotherapy is founded on the possibility of personality improvement long after heredity has had its main chance. Evidence from biology, demonstrating how circumstances attending growth can influence its direction, has been gratefully accepted.

Far from denying it, the psychologist can point to eminently *respectable* data on the importance of environment. *But he does not have to go to a freak show to get it!*

It is quite possible to have considerably greater genuine confidence in the role of environment than is shown by the Wolf Girl's sponsors, by suggesting that, had she been normal in the first place, her new "civilized" surroundings would have been more than enough to make her like other human beings in every single way!

TEACHER SELECTION TODAY

"The personnel which is employed during this period of emergency may remain in tenure for many years."

RAYMOND HARRIS

THE problems incident to the selection and appointment of teachers are of more than usual significance at present. National economic and political circumstances provide a situation which should focus attention upon principles and procedures of teacher selection.

Two closely related factors combine to bring increased importance to the selection of personnel. The first of these may be described in general terms as the entrance into the armed forces of a large number of educational workers.

Accompanying the mobilization of men, the vast expansion of war industries and the conversion of peacetime production into fulfillment of war needs are making further demands upon the personnel of educational institutions. An acute need for persons with training in technical and skilled work, rising costs of living, and increasing wage levels for semi-skilled and unskilled labor are powerful inducements for many educators to leave the profession temporarily if not permanently. The net result is a greater turnover or replacement of teachers than has been experienced for a number of years.

The personnel which is employed during this period of emergency may remain in tenure for many years. More than ever before, it has become necessary that the utmost care and foresight be exercised in choosing teachers. Faced by such necessity, it seems advisable that the principles and procedures of personnel selection be reviewed in relation to our present problems.

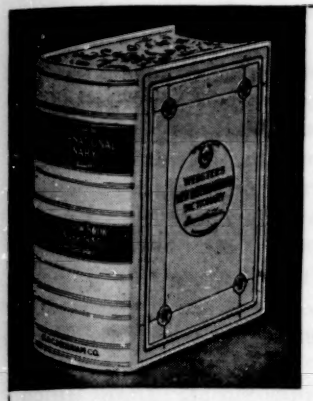
▼

Our thinking upon the issue of who shall make the selection and appointment of teachers will be helped if we consider the problem in terms of three concepts of its place in the total educational program. In the first place, it seems essential that the function of selection be recognized as one of the technical aspects of educational administration. Selection of personnel requires critical evaluation of qualifications. Only persons with professional training and experience are competent to make the evaluation.

There is no substitute for knowledge of what is actually going on in the local school system. A knowledge which springs from direct and frequent contacts with the classroom should be a prerequisite to the selection of teachers. It seems indefensible that persons without such an acquaintance should perform the active function of personnel selection.

A second concept concerns the role of the superintendent. If he is to be the responsible leader which our educational philosophy calls for, every function of the local school system must be included within the scope of his authority. This does not mean that he, and he alone, is to exercise the function of selection. It would be true in only a very small school system that the superintendent would select teachers without consulting other members of his staff. Nor is it an improper limitation upon his authority to consider his selections as nominations to the board of education which, as the agent of the people, has the final authority. Someone must head up the process of selecting teachers; that someone is the superintendent.

Lastly, a democratic philosophy of education requires that some measure of authority should accompany the allocation of responsibility. Members of the administrative staff who are to be in any way responsible for the work of the teachers should have some voice in their selection. Specifically, this refers to principals and department heads. To the extent that they are held to account for their schools and their departments, they should be consulted whenever decisions concerning personnel are to be made. Moreover, such a policy works for efficiency



"The most useful book in the classroom and school library"

WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition

THE NEW MERRIAM-WEBSTER

Encyclopedic: information on every subject, at your finger tips.

Up to date: twenty-five years newer than any comparable dictionary; 122,000 more entries.

Economical: the acquisition of Webster's New International Dictionary lessens the need for investment in supplementary reference books.

Free Booklet: to educators who request it, "The New Merriam-Webster; What it will do for you."

C. & G. Merriam Co. Dep't 78, Springfield, Mass.

WONDERS TO SEE

by LILLIAN HETHERSHAW *and* TUNIS BAKER

first of a three-book series for intermediate grades

IN THE WORLD OF SCIENCE

Everyday experiences and interests of children are skillfully used to heighten interest and promote understanding. The authors give the child the facts simply and concretely and guide him step by step to discover truths about the world around him. Readable, direct presentations, carefully controlled vocabulary, a well-planned unit organization with shorter unified subdivisions, photographs effectively displayed for study, and other helpful features assure ease of reading and full comprehension.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
14 Beacon Street, Boston

in that it makes use of the knowledge of those persons who are best acquainted with the specific situation.

▼

There is but one basis for selecting teachers which seems to be justifiable in the public schools. The citizenry supports the schools in order that the young may be educated. The quality of that education should be the primary consideration whenever educational decisions are to be made. Teachers should be selected for the contributions they can make to the education of youth. No other considerations can be justified.

It appears probable that this principle will be more nearly realized when teachers are chosen for specific positions. The persons who select the teacher should be able to make a better choice when they know exactly where that teacher is to be employed. Such a procedure also makes possible more intelligent and effective collaboration of members of the administrative staff.

The source of the impetus or initiative in bringing employer and employee together may be expected to affect the quality of the staff. It seems probable that better teachers will be selected if an active search is made for superior persons than if a more passive policy is followed of waiting for candidates to apply. The latter procedure makes the first selection of applicants more or less a matter of chance. A more adequate plan calls for an active, searching program established on a permanent basis. A program of this type has the further advantage of making selection a regular rather than an emergency process.

Recognition that teachers may remain for long periods of years, even though many do not do so, involves at least one additional consideration as a basis for employing. In taking a long look into the future, what the candidate is now may not be as important as what he may become. The better of two candidates may not maintain his superiority if the factors which contribute to his preferred rating are those which the other applicant may also achieve without too much difficulty. This is but another way of saying the potentialities must be considered in addition to present abilities.

▼

The purpose of requirements which must be met before an applicant can be elected to a teaching position is to limit employment to those persons who have superior qualifications for educational work. It is true that state certification laws exercise some influence in this respect, but their minimum requirements are on a lower level than most educators would approve in hiring new teachers. For this reason it seems

necessary to establish further requirements for local positions.

An essential qualification for all candidates is a high general cultural level. This is a much broader concept than abstract intelligence including, as it does, such factors as appreciations, attitudes, ideals, and interests. The quality it is sought to evaluate is that of general education. Another and closely related concept is that of personality. We may avoid ambiguity if we think of personality in terms of effects it may be expected to have upon the total learnings of pupils. Although it is not possible to establish quantitative standards for general education or for personality, these qualities should be investigated thoroughly for every applicant. It should be born in mind that a college degree is not an absolute guarantee of educational quality.

In view of the close contacts between teachers and pupils, it seems undesirable that any teachers should be employed without a thorough physical examination. Such an examination should include tests for contagious diseases as well as a check on the general physical condition. The general efficiency of the school system requires that all members of the staff be physically able to perform their duties. The matter is too important to be left to chance.

In addition to such qualities as these are the amount and the nature of the applicant's professional training. Both the amount and the nature of the candidate's work in the college or university must be taken into account. It is in this area especially that the function of selecting teachers becomes highly technical. Professional courses which the candidate has taken should be evaluated in terms of the contribution which they may enable him to make to the local school system. Less formal activities, such as independent study and research, travel, and publications, which may add to professional competency, should also be subjected to evaluation.

Under no conditions should requirements operate in favor of persons who are less able than other candidates. This may be avoided by eliminating from consideration any requirements which are not relevant to professional competency. Such extraneous matters as age, sex, marital status, place of residence, and experience should be considered only when they have a direct bearing upon the contribution the applicant may be expected to make in a specific position.

▼

The only justification for using certain techniques or procedures in selecting teachers is that by their use it may be possible to select better persons than if those techniques were not used. There are six procedures which appear to operate in this way. It will be noticed that all except one of them require technical competency in making evaluative judgments. The one is no more than a filing device and might be performed by a clerk.

1. The national teacher examinations have been in use long enough by now so that it is probable some candidates will have taken them. In such cases the results of the examinations offer valuable information and should be considered. It must be recognized, however, that the results of these examinations form a profile rating which does not eliminate the necessity of evaluation in terms of the specific situation. It is desirable that no unfair discrimination be exercised against applicants who have not taken the national examinations.

2. The interview appears to be an indispensable part of the process of selection. No satisfactory substitute has as yet been devised. However, it should not be used as the sole technique and its limitations should be kept clearly in mind. The interview should supplement other procedures, rather than replace them. There is fairly definite evidence that judgments formed solely on the basis of interviews are not very reliable.

3. If we may assume that the employer knows what he is looking for, one of the most effective techniques in choosing a teacher is to visit that teacher at work. While it will not always be possible to use this method, its effectiveness is a strong argument in favor of its use whenever circumstances permit. It is an opportunity to see the teacher in action in an established situation in which the character of the work being done should approximate that which may reasonably be anticipated in a new position.

4. The analysis and evaluation of credentials as indicated above is a professional function of technical nature. It is not likely to be maximally useful unless it is performed by a person of a high degree of professional competence. Of equal importance is the thoroughness with which the analysis is carried out. The values inherent in professional competence cannot be realized if a superficial job of evaluation is done.

5. The value of references as a technique of selecting personnel seems to be subject to at least two limitations. One of these of course is the personal and professional characteristics of the person who has written the letter of recommendation. The second is the extent to which the two persons, the writer and the reader, are thinking in the same terms. Obviously, a recommendation in terms of one position may be valueless if the candidate is being considered for another opening. Almost the same condition prevails if the letter of recommendation is written in terms that are too general. Whenever possible, it seems desirable that letters of recommendation be considered only when they are written in response to specific requests for information.

6. The technique which is no more than a filing device consists of keeping a record of candidates who have been studied as possible teachers in the school system. It is more than a filing device in the

sense that it calls for an active process of seeking out desirable candidates, but once the other techniques have been applied no special skill or competency is required to take care of the records. If the profession does experience a substantial replacement of teachers in the next year or so, and it now appears inevitable, such a system of records of approved candidates may well constitute a valuable backlog or reservoir from which new personnel may be nominated.

▼

In closing it may be well to repeat that anyone who is able to contribute to the efficiency of selection should be allowed the opportunity to do so. The techniques mentioned above might be performed by various members of the school system. When principals, department heads, and others can add anything they should have the opportunity. Indeed, one of the most valuable contributors may be the person who is leaving the position which is to be vacant. Probably no one else in the system knows the requirements of that position quite as well as the person who has been filling it most recently.

ARE WE "EGALITARIAN"

In letters from the public to the Editors of the London *Times*, suggestions are being made that the so-called "public schools" in Britain be taken over by the Government and thrown open to all classes of the British youth. If public education in Britain ever does become really universal, in the sense that it is made available to all children, it may eventually lead to something like an egalitarian society. If that ever happens, perhaps one of the causes of misunderstandings between the English and American peoples would be removed.

EUGENE F. MACPIKE.

THE TEACHER AS AN INFLUENCE

By George L. Thompson

With a somewhat limited experience as a teacher, but with a wide experience as an observer, I am quite convinced that one of the most valuable qualities which a teacher can have is the ability to influence his pupils to the extent that they may become interested in worth-while subjects and to inspire continued effort in the realization of ideals.

Edwin Markham, the poet, was fond of relating how he was influenced to become a poet by a teacher, to whom he applied the epithet "Sorcerer of Song," in a striking stanza running:

"It was far in the West by a lonely road,
Dusty and gray and long,
When suddenly into the school house strode,
A Sorcerer of Song."

The Sorcerer of Song was an itinerant school master named Harry G. Hill, who suddenly appeared from nowhere, tarried a little time, and went back to the place he came from.

Markham was thirteen years old at the time. Harry G. Hill was the first to detect the genius in the boy which in time was to make him one of America's major poets. He said to his pupil one day, "You have caught the far-off echo of beauty; you have a poet's insight."

The teacher read Bryant, Poe, Tennyson and other masters of song to young Markham, introducing him to the enchanted world of poetry. He influenced his pupil to both read and write poetry.

Nearly three score years later Markham mentioned the name of this teacher with reverence, and to honor him wrote one of his most beautiful poems.

AMERICA

IN A WORLD AT WAR

By Brown, Stewart, Myer

A simple, dramatic, and moving story of the causes of this war, what we are fighting for, and the problems we must face when the victory is won.

Deeply and intelligently concerned with the problems which the war has brought to America, the authors of this book give the student a genuine understanding of the meaning of our way of life and of the compelling responsibility of every American citizen.

A textbook for basal classroom use, AMERICA IN A WORLD AT WAR should be read by every American. It is a manual of Democracy in Action.

SILVER BURDETT COMPANY

NEW YORK CHICAGO SAN FRANCISCO

VICTORY WHEELS

A story

LEO MONTEBELLO

OLD DOC HARKINS, chairman of the school board, spoke to the pupils in the one-room rural school at North Carson. "Today, more than ever before, we have the opportunity to prove our merits. Be here at ten sharp for the Victory Wheels race, Saturday morning," he said.

"I sort of outdid myself, that time," he later confided to Mary Martin, young teacher of the school. "Speech-making ain't my strong point."

"Nor your weak one," she smiled. "Every boy with a bicycle will be on hand for the race."

"For the watch, you mean," said Doc Jed Harkins, referring to the winner's prize.

"It's deeper than that," replied Mary Martin. "Those boys mean business. They realize this is serious. No, they are going to give their best because they know their duty demands the best."

"If I don't believe you are right," admitted the doctor. "The committee's got the course all mapped out," he added. "The shortest route from the school grounds to Mr. Grogan's farm."

"So they tell me. I hope they're right," said the young teacher.

"Why?"

"Because if they're not, some youngster is going to show them up," said Mary Martin.

Old Doc Jed Harkins' nod showed that he acknowledged the truth of the teacher's words.

The Victory Wheels Club, formed by boys of the school, was in line with defense measures. The boys were to serve as messengers, in case of an emergency. The club had been their own idea. The race had come from the North Carson Defense Committee, headed by Mr. Barrows, president of the town's only bank.

"The committee determined the course of the race only after careful study," he said. "We took split seconds into consideration. Ours is the safest and fastest route possible."

Somehow, Mary Martin had her doubts, even as the race started. She had seen Mickey Barrows, Johnny Lesters, Walter Mannion, David Crantz, and a host of others train diligently, covering the course until they could speed over it during a blackout.

Mary Martin saw Johnny Lesters take the lead, hotly followed by Mickey Barrows, with Walter Mannion and David Crantz not far behind. The boys were going to fight it out every inch of the way. The crowd cheered, as the last of the boys raced from the school yard. Mary hopped into her roadster. As she drove along, she experienced misgivings which she shook off. There was nothing to worry about. Nothing would happen. She shook off further misgivings when she thought she glimpsed a form bicycling through the woods. It just couldn't be. To think otherwise would be unfair.

The young teacher turned into Mr. Grogan's yard to await the winner. Indeed, the full committee and many others had preceded her, come to see the end of the race as they had the start. A solitary bicyclist soon rounded into view.

David Crantz.

The boy pumped up the road, to cross into the farmyard a winner. Mickey Barrows, Johnny Lesters, and Walter Mannion followed in that order.

Mary Martin held her breath, as she saw David's mud-spotted shoes and the small tears in his stockings. They could mean only one thing. His had been the form she had seen short-cutting through the woods. Bushes had clawed at his stockings and mud had clung to his shoes, as he straddled the narrow stream that sliced through the woods. Of course, in the eyes of the committee, David had won fair and square.

Mr. and Mrs. Grogan had set out lunch in the orchard.

"The prize will be awarded during lunch," explained Mr. Barrows.

During lunch, Mary caught David's eyes. She read in them an urgent message. The boy wanted to speak to her. What could he possibly say? She recalled an earlier experience, in which, dominated by home influence, he had been a non-saluter. That had been solved and settled, once home understanding and cooperation had been gained. But, now—

Mr. Barrows stood up to make the award. David's beseeching eyes hopefully rested upon Mary Martin, his teacher. Somehow, he depended upon her to know, to understand, and to explain. A tall order. But it had to be done. She stood up, cleared her throat of nervous tension.

"Mr. Barrows, before you award the prize, I should like to say a few words. Before the race began, something was said about the chosen route being the safest and the fastest. Like everyone else, I believed the same, little realizing

that among the boys would be one so fired by patriotic curiosity and zeal as to put our words to the test, thus proving that, while our course may have been the safest, it was not the fastest."

"I don't understand," said Mr. Barrows.

"I think I do," explained Doc Harkins, who by this time had learned to follow Mary Martin's reasoning very well. "David Crantz, here, believed what we said about split seconds and emergency. He just did what he could to split those seconds down to a finer point. He proved us to be half right," smiled the old doctor.

"If that don't beat all!" shouted a voice.

"I still think David should have the watch," said Mickey Barrows.

"Mickey should have it," said David Crantz.

Mary Martin was reassured. Her boys had come through again, as fair and square as she knew they would.

HOW THE FLAG PLEDGE ORIGINATED

MARY TIERNEY COUTTS

EDITOR'S NOTE—The Flag Pledge in its original version was formulated fifty years ago by one or more persons connected with the old "Youth's Companion." Which of two men was actually the author has long been a moot question. The following article states the case for Francis Bellamy as writer of the pledge. It is his side of the story, condensed from his own account. The other side of the story is to the effect that the pledge was written by James B. Upham, also of the Companion staff,, who is credited by Mr. Bellamy with having stood as sort of godfather to his—Bellamy's—brain-child. It is only fair to say here that the prevailing belief of the "Youth's Companion" personnel, as gathered by a competent investigator some years after the event, was that credit for having written the pledge belongs to Mr. Upham. It reminds one of the Samson-Schley controversy following the Battle of Havana Harbor in the War with Spain—and it illustrates how difficult is the achievement of complete accuracy in the chronicling of history. For ourselves, we like to think of the Pledge of Allegiance to the Flag as not only a fine patriotic ritual but also as a lasting memorial to a magazine that for many years exercised a profoundly wholesome influence on American family life and civic character.

THE following story of the writing of the Pledge of Allegiance to the Flag has been condensed from the original account as written by Francis Bellamy, the author of the pledge. He was a native of Rome, New York, studied for the ministry and after being ordained was stationed in Boston for a time, but eventually became a member of the staff of *The Youth's Companion*.

Early in the 1890's this publication started a campaign to awaken in the young pupils of our schools a love of country and the duties of patriotic citizenship. In one year the proprietors of *The Youth's Companion* helped 30,000 schools raise the American Flag in front of the schoolhouses, with appropriate exercises by the pupils.

▼

As the four hundredth anniversary of the discovery of America by Columbus was approaching, the staff members, led by James B. Upham, conceived the idea of having this day made a national holiday. This plan was presented to the forty-eight state superintendents of education at their convention in Brooklyn in February, 1892. They heartily adopted the plan, recommending that the schools assume local leadership in it and that an official program of exercises be prepared by a committee of five, four to be state superintendents with Mr. Bellamy as the chairman.

The Youth's Companion was willing to supply the means for carrying out the plan and undertook the task of arousing boards of education, teachers, and pupils to prepare for this national public school celebration of Columbus Day on October 12, 1892. Part of the necessary publicity was the printing of sympathetic interviews by leading statesmen and congressmen. President Harrison offered to write a letter of approval for publication, but Mr. Bellamy, in an interview, said to him with youthful ardor,

"Mr. President, I was in hopes you would issue a proclamation making October 12th a national holiday, recommending that the patriotic local observances center in the public schools."

"Why, young man," the President answered, "making the day a national holiday requires action by Congress."

In his enthusiasm Mr. Bellamy replied,

"Well, Mr. President, I'll have to get Congress to pass a bill authorizing you to do this."

Senator Henry Cabot Lodge, who had introduced Mr. Bellamy to the President, was appalled at Mr. Bellamy's audacity and told him he had spoiled his chances. However, after two weeks of intensive lobbying in the Senate and in the House of Representatives, a joint bill was put through authorizing the President to proclaim October 12th a national holiday to be observed in the public schools with appropriate exercises.

By August the proclamation had not been issued, so Mr. Bellamy went to Washington to Secretary of State Foster to hasten its issuance, if possible. He arrived at the latter's office simultaneously with the notice of the proclamation and was given permission to word it, and put in the critical words,

"On that day let the National Flag float over every schoolhouse in the land and the exercises be such as to promote patriotism and a sense of the duties of citizenship among the young."

The committee then delegated the forming of an official program of exercises to Mr. Bellamy as their chairman. With the help of certain staff members of *The Youth's Companion*, particularly Mr. Upham, a program was prepared which contained a lofty ode by Edna Dean Proctor, an original song by Hezekiah Butterworth, and a declamation on the "Meaning of the Four Centuries" by Mr. Bellamy. The climax of the official program was to be a salute to the Flag spoken in unison as the banner was raised. Mr. Bellamy tried to get his associates to write this, but they refused.

So one night in August, after discussing with Mr. Upham what the salute should embody, he went to his office and took counsel with himself as to the wording. He thought it should begin with "I pledge allegiance to my Flag," then he realized it should give the reason why and that it should say in few and sonorous words what our Republic means and what is the underlying spirit of its life. He reviewed the history of the country and recalled the great patriotic utterances of our statesmen. The Flag called for our pledge of allegiance because it stood for our mighty Republic, and that Republic has come to cover one nation indivisible, confirmed by the blood of our heroes and sanctified by their patriotic sacrifices. What they had lived for was to establish and hand down to us liberty and justice for all. To bring that purpose to pass was all one nation could do. Point by point these ideas grew into form. He kept in mind that the words must be brief and memorable and that they must have a rhythmic roll of sound so they would impress the children and have a lasting meaning when they became grown-up citizens. For two hours he experimented and his waste basket was full of discarded attempts. At last he arrived at the twenty-three words:

"I pledge allegiance to my Flag
And to the Republic for which it stands,
One Nation indivisible
With Liberty and Justice for all."

Mr. Bellamy called Mr. Upham, who had been waiting in another room. The latter's eyes snapped as he heard the pledge, and then coming to the posture of salute, he said,

"The flag is up there. As I say, 'I pledge allegiance to my flag,' I stretch out my right hand and say the stirring words that follow. That is the very idea we have been laboring on for so long. You have got it. This night's work will live long after you and I are gone."

The next day Daniel Ford, proprietor of *The Youth's Companion*, accepted it, and then the other members of the committee gave it their approval. On October 12th, 1892, it was repeated by upwards of thirteen million pupils as the Stars and Stripes were raised. Mr. Bellamy first heard it when it was roared out by 6,000 high school students in Boston. It was taken up as a salute and repeated daily by the schools throughout the country and for some years was known as the "Bellamy Salute." As the years passed its authorship was assumed by *The Youth's Companion*, but today few know the actual origin of our Salute to the Flag, although millions know by heart the slightly modified version which is now in use.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

What Are We Aiming At?

The aims of education are many. More than this, they are widely divergent. Some educators even boast that they do not know what the objectives of teaching are; that education is in a state of change and that what is isn't. But mark you this, nobody ever did anything worth while unless he knew what he was trying to do.

Our task in education, whatever else it may be, is to teach each child to read fluently and understandingly; to develop mastery of the academic subjects; to develop health and the desire to maintain it; to bring out the power to think and work cooperatively; to instill culture with all it implies; and to know how each individual child is progressing rather than to assume that all goes well. The successful teacher constantly digs beneath the camouflage—reality is there and there alone.

Graduates of the public schools

should be well prepared to do what comes next whether it be to go to college or to go to work. Their parents sent them to school to get that kind of training; they themselves believed they were getting that kind of training and the teachers talked in those terms, too. But too often, too often standards have not been achieved or even recognized, the educational process has not been insistent enough, perfection has not been demanded as though it were the commonplace and the individual has not been fully prepared—too often we aim at the wrong objective, or at the right objective without seeing it distinctly and analyzing it fully.

▼

This case came to my attention last year: A high school graduate was recommended for a position in one of our largest factories—she was pretty, neat and attractive—several influential friends were pulling for her—she made the highest average in the tests given by the employment department—but when she went to the employing official for her final interview she was rejected. Later, he said to an associate: "My, what a voice!" Too bad this objective was missed throughout the girl's total school career!

Education is not all academic work—nor all clubs—nor all activities—nor all any other one thing. It is every one of these done to perfection plus training in many other details that people like.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

Physical Ed. in War Time

"New occasions teach new duties," and schoolmen and others are discovering during these war days the truth of this statement. Faced with the demands from all sides that first aid training be stressed, the problem would not have been difficult except that our physical education man had left for greener pastures! What to do? I presented the predicament to local mining company officials. Could they release for two afternoons per week one first-aid man each? Their first reply was none too encouraging. Mining men were vital to the war effort, but it was equally true that high school upperclass boys needed first-aid instruction! Yes, I could have their men.

Then the problem seemed to solve itself. The time of a junior high general science instructor was cleared. Possessing majors in physical education and natural science, vitally interested in sports, he has planned an extensive hardening-up program for all boys, but particularly those in the upper two grades. His ideas strike me as worth repetition here: gym work tuned to needs of boys in war time will be extended to three days instead of two, the extra day for the older boys to be spent outside regardless of the weather. Boys in grades nine and ten will devote the third day to study alcoholism, narcotics, tobacco, and personal health. The new occasion is war, and how strangely we come to realize our new duties!

We Hold an Election

Our all-school election this year was sufficient proof that American boys and girls love the democratic way if only given an opportunity to live it. Following the constitution of the Student Government Association, nine petitions for the four major offices were given to the faculty for approval, each petition signed by at least fifty regularly enrolled students. Then followed a student assembly addressed by the candidates and their campaign managers. Platforms were presented to the student body for consideration in the typical American way—oratory, promises galore. Corridors were neatly placarded with slogans and appeals for votes.

The project culminated with the secret ballot election supervised by students in the social science department. A committee was appointed to register all voters. Other pupils obtained voting booths from the city manager, and these were set up in the lower corridor. On election day eligible students were permitted to vote, and by nightfall the results of the poll were available. The boy elected president had worked hard for his office, and at this writing has already presided over his first council meeting (home room officers), appointed his committees, and directed an assembly. Democracy is in action.

▼

Time of Reckoning

Superintendents and principals are besieged as never before by former students for recommendations. This is generally a most pleasant duty, but occasionally a request is made by a boy or girl who admittedly did not apply himself while in school. Now he realizes the error of his ways, but also needs a clean bill of health if, for example, he is to get a coveted promotion in a branch of the armed forces. Most administrators do the best they can with the data at hand.

The problem is a persistent one, however. What, if anything, can we do to impress those now in attendance with the need for serious application to work so that when the time comes their record will be as they want it then to be? Will we ever be able to impress youth that the public school is the one American institution whose stamp of approval often spells the difference between success and failure in life?

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Democracy Doesn't "Just Grow"

It is probable that never before has there been such great need for the application of true democratic principles in education. These principles should prevail throughout the school and throughout the school system, in the classroom and out. This does not mean that the responsibility and authority of the principal should be lessened in his school, nor that the responsibility and authority of the teacher should be curtailed in the classroom. It does mean that there should be more teacher participation in a democratic organization, and it means more pupil participation in democratic citizenship. It means for both teacher and pupil a clearer understanding and a greater recognition of the fact that the obligations and responsibilities of citizenship are always as necessary and as important as the rights of citizenship.

France fell because through two decades the people of France while insisting on their individual and group rights, to a large extent forgot or ignored the great truth that every right of citizens in a democracy carries with it a corresponding obligation and duty. Now the people of France have neither privileges nor rights.

Our pupils should be taught more of the history of democracy and should be encouraged to know more about the blessings, privileges, and rights that are theirs because of the sacrifices of many men and women in the past. There should be a recognition of the value of American citizenship and a knowledge of the price that has been paid for it. Let there be no hesitancy about indoctrination in this matter. There is no worthwhile thing whether honesty, religion, or love of country that can be inculcated without indoctrination.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

Rainy Day Specials

Because the weather promises so little on the day it rains dismally all day, perhaps you would like to vary the routine on those days to make them stand out as memorable times. This not only will oil the machinery at the moment but provide each child with a permanent pattern for the future. No need any longer for "Rain, rain, go away." Let welcome variety raise the dismal day to a new high.

True, you are obligated to finish the portion of work that the day calls for, but, if your plans for rainy days carry especially enticing devices, the work will be finished in time to permit of a little treat. Why not plan your rainy day special to fit the weather? Your language drill is done to the tune of a pitter-patter rhythm. Maybe you go around your class letting each pupil offer his example of an imperative sentence in such rapid succession that the result approximates the fall of raindrops—that is, to the imaginative mind! Perhaps the geography of the day shifts slightly from the assigned topic to the connections made between it and water, falling, running, or still. You sing the rain songs and make full use of nature's backdrop and sound effects. You spell the demons on these days and thus get in that extra drill that "their," "there," "whose," and the rest of them require. Since the spelling becomes an "always," the pupils will expect the list on those particular days and think through the list rapidly as the period approaches. There is an extra drill in that.

In any case think back to your school days to see what stands out and you will find many ways of making the unpromising day fruitful.

▼

Questions

What happens to the progress of a class when the teacher departs from routine for slight reason? By routine you mean plan, I infer, and plans should be sufficiently flexible to admit of change without loss. Frequently the departure is of short duration and affords the relaxation that leads to more rapid progress later. Note that the variation is often as necessary to relieve tension in the teacher as in the pupil. Not much good results from running at high speed on sheer nerve.

How often may a teacher depart from his plans? Every class period, if his plans are so broadly purposed that his departure at specific points does not militate against his making his objective. Plans are for the purpose of thinking through a body of material and the possibilities of its presentation; the devices to be used are fitted to the time, the class, and the circumstances. At the moment of planning one device seems best; at the moment of teaching another is demanded by the circumstances. The alert teacher seizes the moment, and makes fine use of it. The lazy teacher waits for the inspiration of the moment and frequently muffs it from lack of preparation.

The News Digest

OF EDUCATION IN ACTION

Student Service Aids 129 Refugees

NEW YORK.—Through assistance provided by the International Student Service, 129 refugee European students were able to attend American colleges and universities in the academic year 1941-'42, it was announced by Trude W. Pratt, general secretary. Ninety-three colleges participated in the refugee-aid program.

According to a survey made to determine how well the students became adjusted to American schools, it was found that eighty-three out of 100 students had won the enthusiastic friendship of their colleges. Of the seventy students rated academically, sixty-seven were above their class average and forty-nine won honors.

Since its refugee-scholarship work got under way five years ago, the service has helped more than 750 students.

Courses on Russia In British Schools

LONDON.—The British Board of Education has taken steps to assist the study of Russia in British schools, the British radio reports.

A short bibliography of important works on the Soviet Union with a preface by Ivan Maisky, Soviet Ambassador at London, is being issued to schools and educational authorities, and a teachers' study course on the Soviet Union has been organized.

Tuition Plan Grows in Popularity

NEW YORK.—A total of 159 schools and colleges in the United States now cooperate with the Tuition Plan in financing the academic careers of students, according to the annual report made public by Florence McConnell Rogers, president. Fifty-three new institutions were added during the last year.

Under the Tuition Plan, parents have the privilege of making deferred payments to the schools and colleges, instead of single payments. Between 1939 and 1941, the report disclosed, the number of schools and colleges making the Tuition Plan available to their parents increased 296 per cent, while the number of contracts received increased 730 per cent.

Junior Colleges Adopt a Credo

AUSTIN, TEXAS.—A comprehensive four-point curriculum is recommended in a "Junior College Credo for the Southwest," prepared by members of a conference-laboratory course in junior college administration and instruction, recently held at the University of Texas.

Recommended by the group at the conclusion of their work was this four-point program: general education to meet the problems of American democratic living; vocational training for those who terminate their education at the junior college level; adequate preparation for students going on to other colleges and universities, and adult education to meet the vocational and recreational needs of the community.

Better Schools Foreseen As Direct Result of War

COLUMBUS, OHIO. — The United States will emerge from World War II with a school program more nearly adapted to "the practical and current life of the students," in the opinion of Dr. W. W. Charters, who has retired after fourteen years as director of Ohio State University's Bureau of Educational Research.

Canadian-born, Dr. Charters has been a close observer of the United States educational scene for 40 years, and he sees the current conflict as bringing an acceleration of educational trends that had gradually gained momentum for two decades.

In the past, he says, the emphasis has been on the teaching of conventional subjects and fundamental skills, as worked out by "the scholars." More recently the trend has been toward "defining the problems and needs of children and the building of courses which will directly help them in their everyday life."

Dr. Charters sees the war influence on education as taking two different, but related directions. First is an acceleration of vocational training and work experience. The second is a greater emphasis on social sciences.

Referring to this second trend, Dr. Charters says: "Sudden economic and political changes are making us identify ourselves as part of the world. Schools must now greatly increase their emphasis on social, political and economic problems—we must have greatly increased knowledge of world geography, to cite one example.

"We must recognize that the children in our schools today will be, as adults, in the center of activities, and it is they who will settle the post-war problems. No student should now graduate uninformed as to the social and political issues."

Another trend just beginning in education is recognition of the fact that the teacher should know as much about the anatomy, physiology and pathology of the human mind as the doctor does of the human body, Dr. Charters says.

China Utilizes Children To Teach Hinterland Tribes

SAN FRANCISCO.—One of the most unusual educational projects in free China today is in the hands of thirty children, from nine to seventeen years old. Their job is to take education and amusement to the border people of China's westernmost provinces, primitive tribes who have little contact with civilization.

The children, known by the border tribes as "The Wandering Children," make up an official Frontier Propaganda Corps. They were recruited in 1938 from orphanages and refugee camps and were part of a horde of refugees who fled from China's eastern provinces before the Japanese troops. Their work is financed partly by American funds collected by United China Relief committees.

Children were chosen for introducing members of the Jung and Chiang tribes to the rudiments of reading, writing and current history, because Chinese education officials believe that the untutored tribesmen and women, members of a proud and independent race, would take "foreign" instruction with more grace from children than from adults.

Current events, instruction in simple hygiene and first aid, and lessons in reading and writing Chinese form the heart of the Wandering Children's curriculum. They hold discussion meetings aand give programs of war songs and short plays that dramatize Chinese resistance.

Case Takes Office As Colgate President

HAMILTON, N.Y.—Assuming the presidency of Colgate University, Everett Case indicated that one of his first steps would be to have a special committee of faculty members work with him on a survey to see if the scope and pace of the institution's contributions to the war effort could be increased.

Only 41, Mr. Case is the youngest president in Colgate's 123-year-history except one. Before leaving for Albany, Dr. George Barton Cutten, who is retiring at 68 after twenty years of service, turned over to Mr. Case the chair symbolic of the Colgate presidency.

Arizona Teachers Aid Conservation

FLAGSTAFF, ARIZ.—One of the most important educational developments at Arizona State Teachers College in recent years is a long-range conservation program carried on in the training school and throughout the college. Instigated in 1937, the program is designed to teach man to make the best possible use of the many natural resources of this country.

A better situation for such a program could hardly have been found. Student teachers and children from the training school have as their laboratory one of the largest Ponderosa pine forests in the world, vast areas of grazing and fertile farming lands.

The courses were developed in close cooperation with the Forest Service and the Soil Conservation Service, with lectures by experts and field members in these services. The program, as carried out in the college training school, attempted to give to children available facts in order to develop attitudes toward the value of land and its conservation so that they might learn how man can work with the natural laws rather than against them.

During the last two years the whole program has been continued by bulletins and lectures to teachers in the Southwest and an exchange of ideas through correspondence by elementary teachers of the region. Conservation material has been incorporated in geography and science classes, in addition to a course in foods and raw materials.

Results of the program so far have been highly successful in arousing in the college students an understanding of the need for conservation and a desire to learn all aspects of the problem to take into the teaching field.

Squeezes Degree Time Down to 33 Months

CHAPEL HILL, N.C. — Beginning with the 1942 Fall term the University of North Carolina, in a super speed-up program, reduced the time required for graduation to thirty-three months, it was announced by President Frank P. Graham.

Acting on Secretary of War Stimson's announced plan to call college students enrolled as reserves into active service as soon as they become of draft age, President Graham, in a telegraphic message to Secretary Stimson, pledged the full cooperation of the university and at the same time urged a Federal plan for war training.

Through the elimination of some vacation periods, President Graham said, the already accelerated program is being shortened by three months. At the same time a special twelve-week program of intensive physical and mental conditioning and technical pre-induction training of college credit caliber for each student about to enter the armed services is being inaugurated.

Principals Gone From Maine High Schools

AUGUSTA, ME.—Dr. Edward E. Roderick, Maine's deputy education commissioner, said a checkup showed there were 27 high schools in the state which were without principals at the opening of schools.

Dr. Roderick said the situation had developed during the summer and was due to the fact that some of the principals had shifted to other principalships because of larger salaries, and others had gone into either war industries or the armed services.

Form your own

JOURNAL CLUB

Your own subscription plus one or more NEW subscriptions for only $2.00 each.

Journal of Education

6 Park Street Boston

Fewer to College From High School

MONTPELIER, VT.—Vermont educators are somewhat concerned over a steady decrease during the past three years in the number of graduates of State high schools who continue to college.

According to the annual survey by Max Barrows, State Supervisor of High Schools, of the 3,524 graduates of Vermont high schools in 1941, only 468, or 13.28 per cent, entered a college or university. This was a drop of 1.69 per cent from the number who took advanced education in 1940. A still further sharp drop, but understandable in view of war conditions, is expected to be shown when the 1942 tabulation is completed.

Of the 1941 high-school graduates who did not go to college, 50.48 per cent secured employment and only 7.49 per cent were not employed or in school. The remainder were accounted for by various types of activities, from Army and other service enlistments to CCC enrollment.

Other interesting facts revealed by the survey were that 60 per cent of the students entering college were boys, and although there were a greater number of girl graduates, 60 per cent of them preferred to attend junior colleges rather than a four-year institution.

Geography Taught In Terms of Air Distance

HARRISBURG, PA.—America's school children will soon be taking a bird's eye view of their geography lessons, an educator predicted Monday.

"We are thinking now in terms of air distance," declared Dr. Clarence E. Ackley, Pennsylvania's deputy education head. "The study of geography has taken on a new aspect—how far is it from one point to another by air?

"Germany has been using air distances for geographical studies for a long while. They teach that a country or continent is 'so many hours distant from Berlin.' "

Under a new program, Pennsylvania's public school pupils have "air-conditioned" geography courses this fall.

Paper gliders and model airplanes are being used to help teach "an understanding of the world's air transportation patterns."

Committee Urges Courses Based on War Needs

WASHINGTON.—An immediate adjustment of elementary and high-school curriculums to coordinate them with the war program was urgently recommended recently by a special committee before the National Institute on Education and War.

The institute, composed of school officials and teachers from throughout the country meet here for four days.

The committee, emphasizing that "education must make its special and particular contribution to this struggle" declared that "fighting with learning is the slogan of victory" and urged a ten-point program under which students may prepare to meet the demands of the armed forces.

"There is not time to be overly strict in definition regarding the function of education," said the statement.

The program:

1. Emphasis on mathematics, especially problems drawn from the field of aviation, navigation, mechanized warfare and industry.

2. Industrial art courses related to war needs, with special application to operation of machine tools.

3. Auto mechanics courses in cooperation with local garages and farmers, with emphasis on repair and operation of trucks and tractors.

4. More practical courses in cooking and sewing.

5. Physics instruction, stressing characteristics of mechanics, heat, radio, photography and electricity.

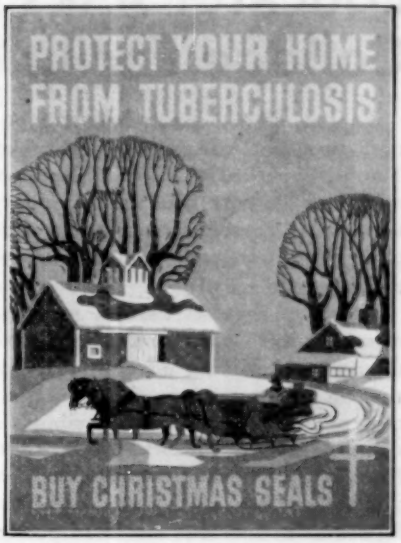
6. Teaching units emphasizing health in both elementary and high schools.

7. Revised social-study courses to impart knowledge of war aims and issues.

8. Units of study dealing with understanding of the armed forces, to lessen the time required for induction.

9. Pre-flight courses as outlined by the armed forces in the larger schools.

10. Instruction to give appreciation of the implications of the global concept of the war, and post-war living.



Roanoke Reports Students More Serious

SALEM, VA.—Wartime education is producing a new seriousness of purpose and attention to studies on the part of college students, according to reports from Roanoke College.

During the Summer semester which has just been concluded, daily circulation of books in the Bittle Memorial Library more than doubled that of last year.

Dr. C. R. Brown, director of the Summer semester, declared also that class cutting was practically nonexistent. Dr. Brown pointed out that students "know what they want and are going after it."

Wins Scholarship For Yankee Ingenuity

WORCESTER, MASS.—The Worcester Polytechnic Institute has announced the award of its $500 Yankee ingenuity scholarship to Lennart H. Anderson, of Worcester, for his construction out of makeshift parts of a workable X-ray apparatus.

Young Anderson studied his brother's chemistry and physics books, and, using such parts as mercury from discarded thermometers, aluminum from an old cooking utensil, tungsten from burned-out floodlights, and copper wire bought at a 10-cent store, constructed his apparatus.

The scholarship was established 15 years ago by Dr. Henry M. Fuller of New York, an alumnus and trustee of the Institute, and is awarded annually to an entering student who shows ingenuity of a sufficiently high order.

Educator Asks Registration of College Facilities, Man Power

TAMPA, FLA.—James Elliott Mooney, president of the University of Tampa, frequently called "the keynoter for defense education in Florida," has prepared a ten-point program for war emergency educational training at the college level.

The plan suggests that the government organize education by consolidating and unifying all college facilities on an emergency basis so that these institutions may contribute a definite share to our war effort. Dr. Mooney's plan would have the colleges and universities of the country catalogued as to facilities and man power, from both the instructor and student angle.

A recommendation is made that President Roosevelt appoint a board of advisers and a national coordinator for education with similar powers to those now given to the chairman of the War Production Board. The coordinator of the proposed Educational Production Management Board would have arbitrary powers to request universities and colleges to register and organize their facilities both in equipment and man power.

Other points in the program include rigid and arbitrary supervision to put higher education on the same footing as that requested of industry. Not until education is rigidly catalogued nationally in relation to war power needs by regions with the national power to operate, Dr. Mooney declared, will the colleges, the draft boards and the officials in Washington properly utilize the latent power of our youth.

Rubber Shortage Reopens One-Room School

WHITE PLAINS, N.Y.—This city's one-room Rosedale School in an outlying area near the Hutchinson River Parkway was "permanently" closed last Spring as being out of tune with educational trends, but this fall the Board of Education ordered it reopened because nineteen pupils would otherwise be hindered by gasoline and rubber shortages in reaching modern schools two miles away.

The board drafted a 1943 gross operating budget of $1,466,581, which includes $3,000 for a teacher and a coal supply at the Rosedale school. Economies elsewhere in the budget cut the operating costs of all schools $50,000 below those of this year, but a drop of $7,000,000 in assessed valuations will raise the school tax rate from $11.86 to $12.40 on each $1,000 of assessed valuation.

Twins Go on Strike First Day in School

PRINCESS ANNE, MD.—Ronald and Richard, twin sons of Mr. and Mrs. Marshall Hill, trudged off to their very first day in school.

They trudged home, and as one man dropped their books, paper, and pencils in the ash-can. Just no like. But now the parents have the twins persuaded to give school another try.

Lone "Sure" Graduate Quits, Joins WAVES

NEW ORLEANS, LA. — Betty Strachan, the one "sure" graduate of the Tulane law class of 1945, has traded torts and briefs for a WAVES uniform.

She was the only woman member of the Tulane freshman law class.

Fellow students, expecting draft summons, had assured her she would be the sole senior on Commencement day.

The boys said they would be in uniform.

If they are, they will have to give a formal salute to Betty. She will be commissioned ensign in a few months.

Idaho Schools Lack Teachers

BOISE, IDAHO.—A lot of those little country schoolhouses aren't opening this fall.

Only 100 teachers applied for the 300 vacancies in Idaho. The only solution, said John Hillman, secretary of the State Education Association, was to close some schools and consolidate others.

The teacher shortage is worse in the country schools, but the cities are hit, too. Secondary institutions have curtailed courses and teachers are doubling up to maintain those that remain.

Offers New Plan To Get Teachers

BOWLING GREEN, OHIO.—A proposal that State, college and public school officials cooperate to inform young people of the advantages of the teaching profession has been made by Dr. Walter A. Zaugg, Professor of Education and director of the Bureau of Appointments at Bowling Green State University.

He suggested that the recruiting program be started with high school juniors in order to combat the shortage of instructors.

In event of a long war, Dr. Zaugg expects an increase in teaching salaries because of the law of supply and demand, recall of many former teachers now married or in business, and women to teach physical education to boys as well as girls.

Heads Bond Sales In Country's Schools

ST. LOUIS, MO.—Dr. Homer W. Anderson, Superintendent of Instruction of public schools in St. Louis, announced he has accepted a position as National Director of Sales of War Savings Stamps and Bonds in the schools throughout the country for the Treasury Department. He is on leave of absence without pay.

Dr. Anderson, who is President of the American Association of School Administrators, receives $12,000 a year as Superintendent of Instruction. It was understood the war position would pay $8,000 a year.

Fraternity Members Barred From Sports

WHITE PLAINS, N.Y.—In an attempt to cause the dissolution of Greek letter societies banned in the White Plains High School more than two years ago, members of the White Plains Board of Education at a secret meeting adopted a resolution, 3 to 2, barring students who join Greek letter societies from all extra-curricular activities.

This bars fraternity and sorority members from playing in school football, basketball, baseball and other sports. Such members will not be permitted to join the many school clubs or to hold office in the general organization.

Farm Pupils Make Big Scrap Collection

WASHINGTON. — Vocational agriculture students of high school age have collected nearly 1,000,000 pounds of scrap metal in New York, the Office of Education disclosed in a special report on the wartime activitiees of the State's Future Farmers of America.

Besides the scrap metal collection, amounting to 981,880 pounds, the Office of Education said, the members of the organization in New York collected 219,450 pounds of rubber and 168,719 pounds of paper, and bought $43,947 in war bonds and stamps.

Package Wrapping Taught In School

ORLANDO, FLA.—Out of an experiment in which Orlando High School students were the guinea pigs has come a plan which may save the Postoffice Department tens of thousands of dollars a year. Under the plan, the nation's schools would include in their curricula a course on how to wrap and address packages properly.

Finding that it cost the government $4,000 a year in this small postoffice to take care of incorrectly wrapped and addressed packages, Postmaster James Beggs of Orlando knew the expense for the entire country must be tremendous and set his mind to working out a remedy. What better place to start than the schools, he reasoned.

He conferred with School Superintendent Judson Walker, who agreed to institute a course on correct mailing and wrapping in Orlando High School. Pupils began by writing letters to each other and mailing them, and followed up with packages as they progressed. They were given grades according to their proficiency and it wasn't long before any one of them could turn out a neat package.

Jersey Children Get Milk At Cent a Glass

TRENTON, N.J.—Colonel Arthur F. Foran, New Jersey State Director of Milk Control, and Willis R. Morgan, state supervisor of the Agricultural Marketing Administration of the United States Department of Agriculture, announced jointly that school children of the state would be able to buy milk at one cent a glass this fall under a Federal subsidy plan.

The children's payments total four cents a quart. The Federal government subsidizes the payment of the regular "class I" milk price to the farmers, which is seven and three-quarter cents a quart at present.

The children's four cents is applied to the costs of pasteurizing, bottling, capping, refrigeration and delivery. The plan requires that local school authorities provide "sponsors" who pay the extra costs in cases where the handling charges exceed four cents.

Fewkes Elected Head Of Teachers Federation

GARY, IND.—The American Federation of Teachers elected John M. Fewkes, physical education instructor at Tilden High School, Chicago, as president of the federation to succeed Dr. George S. Counts, Professor of Education at Teachers College, Columbia University, who has headed the organization since 1940 and declined re-election.

Mr. Fewkes was president of the Chicago Teachers Union, Local 1, for four years, 1937-1941, and was a delegate from the federation to the conventions of the American Federation of Labor in 1938, 1939 and 1940. He was vice president of the teachers' federation in 1941 and 1942.

Dr. Counts was the first to be nominated as a vice president and these were re-elected: John D. Connors of New Bedford, Mass.; Lila A. Hunter of Seattle, Stanton E. Smith of Chattanooga, Arthur Elder of Detroit, Ruth Dods of Sacramento, Charles M. Etheredge of Augusta, Ga., and Joseph F. Landis of Cleveland.

Engineers As "Commandos Of the Home Front"

ITHACA, N.Y.—The scientist and the engineer, fighting behind the lines in the nation's war effort, were described as counterparts of the military's Commandos and Rangers at the dedication of Olin Hall of Chemical Engineering at Cornell University.

"Neither millions of men nor billions of dollars could be thrown into the war effort effectively until these first 'commando' attacks of scientists had been successful," said John L. Collyer, president of the B. F. Goodrich company and a Cornell trustee, who made the principal address.

The new building — which houses chemical engineering laboratories and classrooms for approximately 500 students — was presented to Cornell during the ceremony by Franklin W. Olin.

"Our accuracy in bombing," Collyer said, "our protection against surprise air raids, our detection of enemy submarines — these are a few of the contributions of commando raids by American scientists against stubbornly resisting 'frontiers'."

Pupils Help Pay Teachers

MOSCOW, IDAHO.—They're going to have high school and grade school at Boville this year and the 70 pupils are going to help pay for it. High school students will be assessed $2 a month, grade pupils $1. A lumbermen's union has pledged $100. Benefit entertainments and a scrap drive are expected to round out the $2,000 needed to pay teachers.

have you a little "problem manuscript" at your house?

Book length or shorter . . .
School or trade market . . .

If your manuscript has real merit and its publication is practicable, maybe we can co-operate with you. We suggest you write us, stating full particulars of your problem, before sending your material for examination.

Manuscript Department
JOURNAL OF EDUCATION 6 Park Street, Boston